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LEXICO - SEMANTIC DEVIANCES IN ENGLISH: Analysis of Bilingual Brazilian Tourist Catalogues.

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And in the memory of my mother,
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ABSTRACT

The purpose of the present work is to analyse lexico-semantic errors in bilingual Portuguese-English tourist guides published in Brazil.

In order to investigate the cause of such errors we compiled fifty sentences selected from various tourist guides which were submitted for evaluation to ten teachers of English all of whom were native speakers of English.

They were also asked to give some suggestions regarding the words within these sentences.

Taking into consideration the terms of linguistic and communicative competence which are relevant to our analysis, we then analysed the suggestions presented by the teachers.

Our hypothesis was that lexico-semantic errors are caused by interference of the mother tongue. However, according to the teachers' suggestions, they can also be caused by the system of the second language itself, that is, have intralanguage causes.

We conclude that in the lexico-semantic errors of the bilingual Portuguese-English tourist guides, mother-tongue interference is dominant though there is also evidence of intralanguage interference.

Thus our hypothesis was partially satisfactory.

RESUMO

A finalidade do presente trabalho é analisar erros léxico-semânticos em catálogos turísticos bilíngües em português e inglês, publicados no Brasil.

Com o objetivo de investigar a causa desses erros, coletamos 50 frases de diversos catálogos turísticos, os quais foram submetidos à avaliação de 10 professores de inglês, todos eles nativos da língua inglesa.

Analizamos sugestões apresentadas pelos professores, levando em consideração os termos de competências lingüística e comunicativa relevantes para a nossa análise.

A nossa hipótese foi de que os erros léxico-semânticos são causados pela interferência da língua mãe; mas, de acordo com as sugestões dos professores, os erros podem também ser causados pelo próprio sistema da língua, isto é, ter causas intralingüísticas.

Concluimos que nos erros léxico-semânticos dos catálogos turísticos bilíngües em português e inglês a interferência da língua mãe é predominante, embora também haja a interferência intralingüística.

A nossa hipótese, portanto, foi parcialmente satisfatória.

1 INTRODUCTION

Tourism in Brazil has not only increased rapidly within the last two decades but it has also played a relevant role in the political, cultural, historical and mainly in the economic development of the country.

In addition to this, tourism is one of the most important social activities in which people have the opportunity to exchange ideas, build friendships, socialize and also develop new habits and different tastes.

For these reasons the tourist agencies should do their best to attract the tourist's attention and at the same time it is useful and necessary for them to use appropriate techniques to sell the product to people who are interested in tourism.

In addition to this it should be pointed out that tourist guides, i.e., pamphlets, leaflets, catalogues, booklets etc, deserve more critical attention with respect to their use of the written language as it is considered an important advertising technique.

It is said that advertising is the key to success and since tourist guides are one of the best ways of drawing the tourist's attention to our resorts it is necessary that they make a positive impression on the reader.

Apart from this, written tourist guides are usually easy to obtain and can be read as many times as necessary. So, they are much more convenient than oral advertising.

It was noticed that there are many morphological, syntactic and lexico-semantic errors in the Brazilian tourist guides. Consequently because of such errors, especially lexico-semantic ones it is difficult to understand the message.

One of the reasons why we became interested in investigating the causes of lexico-semantic errors in these guides was that several unpleasant comments by foreigners about the language used in the tourist guides have been brought to our attention. One of them being that such guides instead of conveying the message in a comprehensible way caused only laughter.

As deviances involve almost all aspects of language in these tourist guides, we have decided to narrow down our research concentrating on lexico-semantic errors in English in bilingual Portuguese-English tourist guides published in Brazil. We have proposed to analyse them in terms not only of linguistic but also communicative competence.

Thus, the purpose of our research is an attempt at answering the following question: What is the cause of the lexico-semantic errors in the bilingual Portuguese-English guides of tourism?

In order to investigate and answer this question we have constructed the following hypothesis: Most lexico-semantic errors in tourist guides are caused by the interference of the mother-tongue, in this case Portuguese.

On account of this we proposed to test fifty sentences taken from various bilingual tourist guides based on the suggestions given by ten native speakers of English who are also English teachers.

This present research consists of two parts, a theoretical one and a practical one.

In the first part the literature which is relevant to our analysis, is reviewed, with emphasis on: 1) linguistic competence, 2) communicative competence, 3) variation in language, 4) the language of tourism and 5) translation.

The second part contains the analysis of the lexico-semantic errors in fifty sentences taken from bilingual Portuguese-English tourist guides.

2 THE CLARIFICATION OF CONCEPTS

In the present chapter we shall attempt to clarify certain concepts that are felt to be relevant for the analysis and interpretation of our data.

In view of the aim we have set ourselves, we are thus going to concentrate our attention on concepts related to the key-words of that major objective, which are underlined below:

To analyse *deviant sentences* from bilingual — Portuguese/English — guides of *tourism* published in Brazil in terms of *linguistic competence* and *communicative competence*, taking into consideration only the *lexico-semantic* aspect of language.

We start our clarification from a basic dichotomy of Language: that of competence and performance from a linguistic point of view to make clear that we are dealing with competence and performance in a language, i.e., English and not in Language in general.

It seems relevant, at this stage, to point out that to communicate with a large number of speakers of a language one needs to master the prescriptive grammar of that language. By this it is meant that grammatical rules of a prestigious variant which is taught in schools must be mastered, rather

than a descriptive grammar of any variant.

Once this has been borne in mind, one must also pay attention to deviations from the rules of this prestigious model, for they will be bound to trigger misunderstandings from hearers and/or readers. These deviations are commonly labelled error/mistake/lapses etc and they are going to be the topic of the present chapter.

In relation to *error* and *mistake* we will highlight two major classifications based on a number of systems involved which provide us with a two-fold frame of classification: intralanguage and interlanguage errors/mistakes as well as a grid based on the aspect of language in which deviation occurs. It gives us a three-fold frame of classification of morphological errors/mistakes; syntactic errors/mistakes; semantic errors/mistakes.

Since correctness in language is not the only prerequisite for communication the difference between grammaticality and acceptability has to be made clear and consequently the concept of communicative competence is presented.

Communication leads to the line of language variation and by a clear definition of the variant we will be in a position to identify the main features of the register of tourism.

We are also including comments on translation as a consequence of our limiting the data to bilingual tourist information leaflets in which the English versions have most probably derived from original texts in Portuguese.

2.1 COMPETENCE AND PERFORMANCE

People speak differently. They master different dialects and accents but nonetheless there is usually an acceptable level of intercomprehensibility among speakers of the same language.

Although their linguistic behaviour is different they share the same basic grammatical rules. The difference between dialects can be better understood in the light of some linguistic concepts such as: Competence, Performance, Langue and Parole.

According to CHOMSKY,

Linguistic theory is concerned primarily with an ideal speaker-hearer, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (....) To study actual linguistic performance, we must consider the interaction of a variety of factors of which the underlying competence of the speaker-hearer is only one. In this respect, study of language is no different from empirical investigation of other complex phenomena.¹

According to Chomsky's view, we can say that every speaker has an internalized grammar of his language in his

brain and he is able to recognize and reject an ungrammatical sentence without external help.

For example, if an individual is a native speaker of Portuguese, he can recognize immediately that the following sentence is ungrammatical:

★ Eles fomos à praia ontem, rather than, Eles foram à praia ontem (they went to the beach yesterday) for the combination of the third person plural pronoun with the first person plural verbal suffix is not grammatical in any recognizable dialect of Brazilian Portuguese.

The individual is also able to recognize that the sentence:

Houve muitas questões no teste (There were many questions in the test) is grammatical, because the verb haver (there to be) is impersonal, and thus requires no plural suffix in order to mark agreement with the rest of the sentence which is in the plural form.

Besides this ability to recognize and reject sentences which are not grammatical, the speaker has the ability not only to understand but also to form an infinite number of new sentences which may have never been spoken or heard before. In order to describe this, CHOMSKY has postulated an abstract, internal system, which enables a speaker to utter and understand an infinite number of utterances. In other words, each speaker has his own competence which is a term suggested by CHOMSKY to define this capacity.²

As the speaker's competence is an abstract internal system one must also consider the way of realizing it in a

concrete situation. In this case another concept would be necessary to describe the actual utterances made by a speaker. Such a word used for language realization, would be the word *performance*, which is also a term coined by CHOMSKY.³

This dichotomy reflects the distinction that should be made between what the speaker of a language knows implicitly (what we may call his *competence*) and what he does (his *performance*).

Thus, we can define *competence* in Chomsky's terms as that knowledge which a native speaker has of his language. He is able to master a system of rules in order to produce an unlimited number of grammatical sentences. *Performance*, on the other hand, is the actual use of the system of rules in the use of language in concrete situations. *Competence* and *performance* are important in the description of linguistic behaviour because they are interdependent. *Competence* is innate; whereas *performance* is influenced by psychological, physical and social variables. *Competence* and *performance* complement one another.

For the sake of clarification, it could be added that the relationship between competence and performance is the same as the one between theory and practice. Competence is a set of proven hypotheses of a theoretical nature which in every individual is genetically programmed, as it were an innate gift of all human beings. The realization of this innate capacity depends upon practice or performance. Theory which contrasts

with practice is within Chomsky's linguistic analysis. This is manifested in a speaker's performance.

Postal has declared that the difference between competence and performance is similar to the difference between knowledge and behaviour. Thus, according to such definitions, all that is caused by a native user's competence, must be considered "a facet of performance not of competence"⁴.

Chomskyan *competence* and *performance* are similar to a certain extent to two of Saussure's concepts which are: *langue* and *parole*. *Langue* deals with a shared communicative system that is inherent in each speaker. Such a system, which is also abstract is not innate but imposed on every child by the linguistic community in which he is brought up.⁵

Langue deals with the language system itself shared by a social group; *parole* deals with the actual utterances made by a speaker, that is, it deals with the act of speaking.

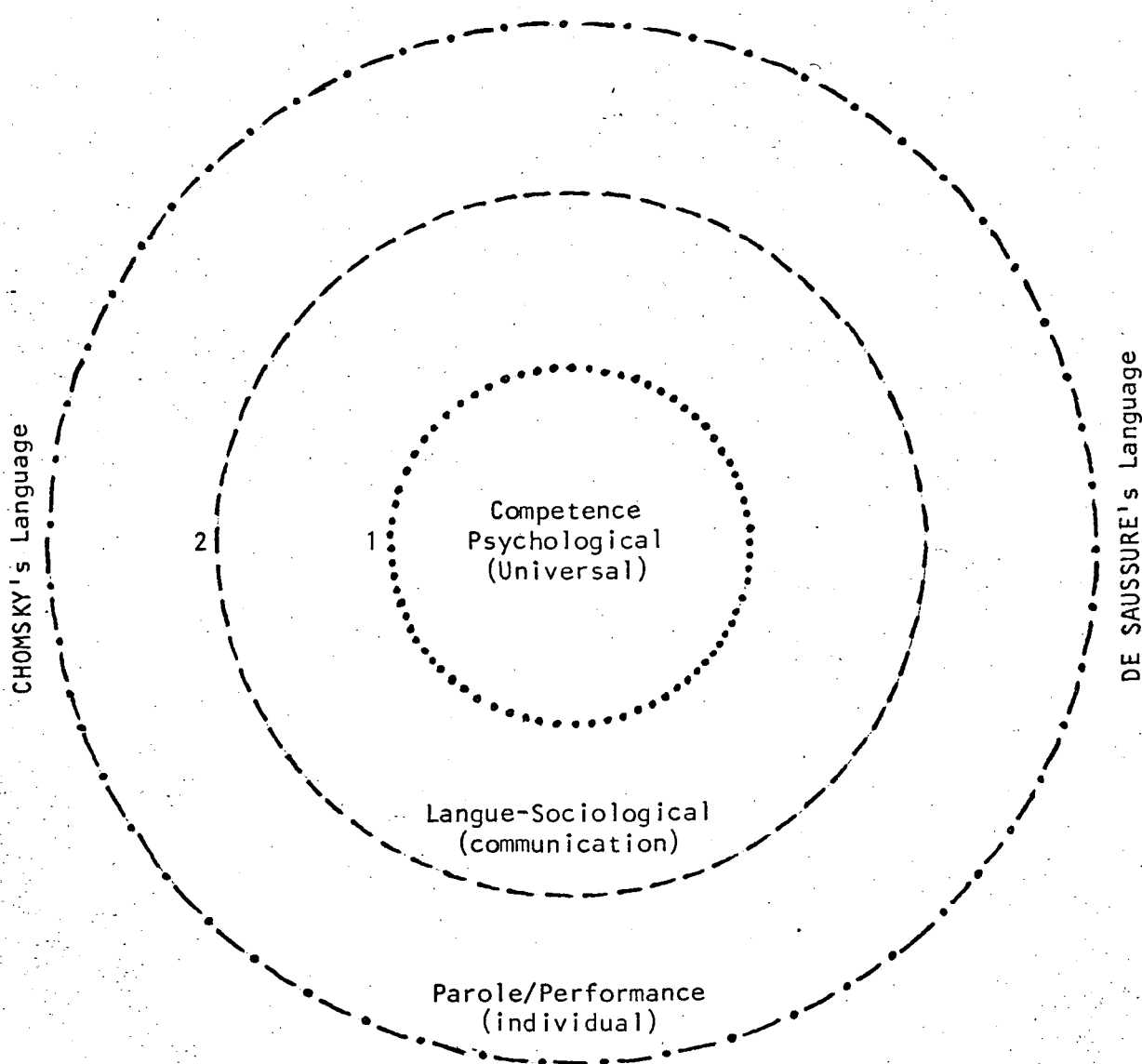
It is natural that in order to communicate, the speaker has to follow certain rules of grammar but such rules should be shared by the language users involved in communication.

Briefly, competence is referred to as an inherent quality of the mind of every speaker no matter what linguistic system he acquires. This quality can be developed according to his general maturation.

Langue is referred to as the linguistic system, shared by a speech community for it is said to be "a social

product (.....) a collection of necessary conventions that have been adopted by a social body"⁶.

Thus, Chomsky deals with language and the speaker's mind and he emphasizes the psychological implications of the linguistic code; de Saussure deals with language and the community. He emphasizes the sociological implications of the linguistic code as it can be shown in the following diagram:



1. CHOMSKY's perspective.

2. DE SAUSSURE's perspective. - - - - -

Despite the distinction between competence and language, Chomsky and de Saussure agree that the regular rules of grammar are more relevant to the linguistic study of language than the utterances which are loaded with speaker's idiosyncrasies as it would be impossible to analyse all the utterances produced by each individual.

In the present work we shall concentrate on the study of competence and performance in a language. By that we mean that although we are adopting Chomsky's terminology we shall concentrate on the linguistic rules of a limited linguistic community.

We do not intend competence to be interpreted either as a synonym of mastering a prescribed Standard dialect or as synonym of speaking "correctly" like the President, the Queen, a famous writer, or any other linguistic model.

From our perspective it is understood that there is competence, i.e., there is a system underlying the performance in any dialect, sociolect, register and idiolect.

The only difference is that the Standard dialect has a higher status or prestige than any other dialect because it is used by the government, education and other functions in a certain community.

The prescription to be followed in tourist guides will depend on the receivers that advertisers have in mind. Since tourist information is expected to reach the widest range of population the variant to be expected is the neutral current standard language for communication.

Any deviations from this model may raise negative reactions in the receiver which may range from just a feeling of inadequacy to strong stigmatization and consequent unacceptance of the message.

The degrees of deviance in language performance sometimes labelled mistake and error will be dealt with in the next chapter.

NOTES

¹CHOMSKY, N. *Aspects of the Theory of Syntax*. Cambridge, M.I.T. Press, 1972. p.3.

²CHOMSKY, p.7.

³CHOMSKY, p.4.

⁴SELIGER, H.W. Linguistic Competence and the Language Users. *Linguistics* (187):65, Mar.1977.

⁵SAUSSURE, F. *Curso de Lingüística*. São Paulo, Cultrix, 1972. p.92.

⁶ALLEN, J.P.B. Some Basic Concepts in Linguistics. In: _____ & CORDER, S.P. *The Edinburgh Course in Applied Linguistics*. London, Oxford University Press, 1974. v.2, p.38.

2.2 ERROR AND MISTAKE

It is all too easy for us to point out deviances in somebody else's linguistic performance mainly if one masters the prescribed prestigious model, but it is certainly very difficult to understand the reasons they occur.

Since different degrees of deviance have caused difficulties of interpretation in many sentences of the guides of tourism which provide the data for this present study, it is necessary to point out what is understood by the concepts of *error*, *mistake* and *lapse*.

Looking up this term in the dictionary we find out that the word *error* comes from Latin: errāre and it means: "an act or condition of often ignorant or imprudent deviation from a code of behaviour (....)"¹.

The words *ignorant* and *imprudent* evidence the negative attitude towards performances which do not correspond to the prestigious model.

The word *mistake* comes from mistaka and it means to choose wrongly.²

And again we can detect negative attitudes towards what does not comply to the standard by the use of the expression *choose wrongly* implying that what does not follow the standard is considered wrong.

Although each language has its own grammar, most people (irrespective of being a native speaker or a foreigner) frequently make mistakes when they talk or write.

It is relevant to point out that, any native speaker who has a perfect knowledge of his language, and who knows how to use it in a grammatical and meaningful way, can produce ill-formed utterances. Such utterances can be caused by a series of extralinguistic factors: physical or mental or, as is often the case in continuous discourse a re-phrasing of an idea, or a re-structuring of an argument. When an individual makes "slips of the pen or the tongue", he is able to correct them by himself.

According to CORDER, "typical of such slips", are the substitution, transposition or omission of some segment of an utterance, such as a speech sound, a morpheme, a word or even a phrase, as in:

"It didn't bother me in the sleast ... slightest
But those frunds ... funds have been frozen ...
of Peester Ustinov ...".³

CORDER also states that "slips or false starts or confusions of structure" are all called lapses. Such lapses, which are performative deviations of a language, are called *mistakes*. It is very common for a native speaker to make a mistake, which may be caused by a desire to communicate rapidly or sometimes it is due to bad habits, though often the user is aware of it. *Deviances* in performance are labelled *mistakes* or *lapses*.⁴

The other type of deviation which is caused by an imperfect competence in the target standard language, is called *error*.

Errors of competence are *systematic* and errors of performance, *unsystematic* or *non-systematic*.

According to CORDER, such an imperfect competence is due to "breaches of the code", i.e., a use of non-standard rules or a misuse of standard rules.⁵

The process is doubled in the performance of a bilingual speaker.

In Second Language Learning it is also very common for a speaker to transfer, simplify or even to make over-generalization, etc in some items and rules from his native language to the foreign utterances.

In relation to bilingual speakers, WILKINS states that the

difficulty is caused by the attempt to explain all errors in terms of differences between native and target languages when such an explanation can only be sustained by admitting that the entire linguistic system of the target language is different from that of the mother-tongue.⁶

WILKINS' opinion about errors is that they will be revealed either where the mother-tongue influences learning, or "where learners are particularly likely to make incorrect generalizations about the target language"⁷.

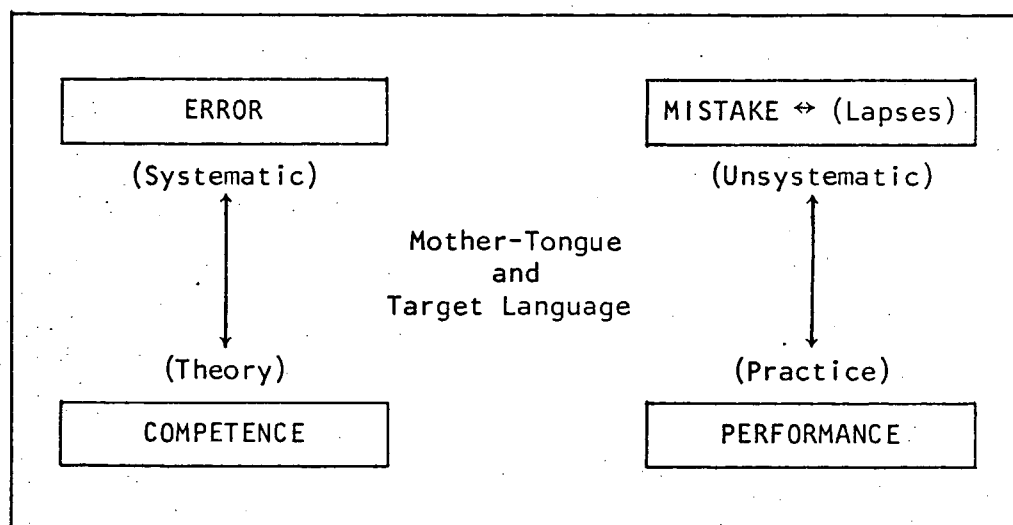
According to CORDER, errors in second language learning exist because of interference of the mother-tongue, and he adds that it is not so easy to avoid them even though

the "teaching situation" is an ideal one.⁸

LADO's opinion is that errors in the same situation are caused by the difficulties in certain aspects of language that the speaker had in his mother-tongue transferring them into the new language. He states that the speaker's errors of performance can be expected when the elements or aspects of a target language are different from his native language but the same does not occur when the elements are similar to both languages.

In other words, when two languages have similar patterns, they would not cause much difficulty to a speaker but there is evidence of problems, when the differences increase.⁹

The following diagram summarizes what has been said so far in this section:



Contrastive Analysis and Error Analysis are two types of attempts at understanding these deviances.

While Contrastive Analysis tries to predict or explain all possible difficulties, Error Analysis — another approach to the study of difficulties in learning languages — tries to explain only the areas of detected difficulties.

Jürgen Esser states that "Contrastive Analysis aims at the prediction and diagnosis of errors that are made by learners of a second language. Accordingly, it is customary to speak of a strong, i.e., predictive and a weak, i.e., diagnostic, hypothesis of Contrastive Analysis".⁹

The teaching of modern languages have given a great deal of attention not only to the detection of speaker's errors but also to devise techniques to correct them. It may be true to say that linguists tend to concentrate on the analysis of the system of a language, whereas applied linguists deal with deviances tending to concentrate on the systematic ones, i.e., *errors*.

Terminology varies according to their purposes. Apart from the distinction between errors and mistakes, which we have already mentioned, some classifications of errors will be presented.

1) CORDER's classification

Pit CORDER refers to Expressive and Receptive errors.

The errors we most readily notice are those in expressive and receptive activity, the utterance of learners in meaningful discourse (....) the study of expressive performance offers the only direct source of information about the learner's transitional competence.¹⁰

In an act of communication two main activities are involved: a) production (speech) and b) perception (listening). It was noticed that the majority of second language speakers find it more difficult to express their ideas, to communicate with each other in comprehensible utterances, than to receive a message and decode it. This seems to be due to the complexity of our brain to store or even to use all vocabulary and information which we receive from the speakers; in other words mainly because the output depends on the input.

2) M.K.BURT's classification

M.K.BURT classifies deviances into:

- a) Global errors,
- b) Local errors.

Global errors are said to affect "overall sentence organization" and cause difficulty to the listener or reader in interpreting the messages sent by the speaker or writer.

E.g. ★ English language use many people, rather than
Many people use English language (syntactic deviance).

Local errors are said to affect a single part of the sentence but the communication is really affected.

E.g. ★ Then the Gaúcho of literature really exists?,
 rather, than Then, does the Gaúcho really exist?. The
 particle *do* should be used as a question cue.¹¹

3) F.A. JOHANSSON's classification

JOHANSSON classifies errors into three categories:

- a) Individual errors,
- b) Language specific errors,
- c) General errors.

Individual errors may occur in the speech of native and target language speakers due to a distraction in any situation. They are mistakes or an occasional error.

E.g. ★ He go to church, rather than He goes to church.

This is an example of a *lapse* rather than an *error*,
 i.e., an unsystematic deviance.

Language specific errors may occur as a result of a contact between two structural systems. Such errors refer to interference and they can be studied through contrastive analysis. This type of classification refers to errors, which are caused by interference from the native language.

E.G. ★ Mesa do Imperador, which used to be a place frequently visited by the Emperor D. Pedro I and by the Imperatrix Leopoldina, has become one of the most (....).

General errors may occur in all groups irrespective of differences in native language structures. Such errors can be caused "by several reasons, such as 'common psychological processes, common learning strategies, inherent 'universal' difficulties or a common socio-cultural situation".

JOHANSSON quotes an example given by Singh (1971), that "Czech/ / — an alveolar tremilant with palatal function" is difficult not only to the own Czech children but also to all source language-groups.¹²

As already mentioned, deviances may be caused by interference of rules of the same language or by interference of rules of another language and thus, they may be said to be either intralanguage or interlanguage deviances respectively.

2.2.1 INTRA AND INTERLANGUAGE ERRORS

Taking into account that linguistic performance is based on the application of internalized rules and testing hypotheses, any deviation from a given standard can be said to occur because of false hypotheses raised in one linguistic system or because of the transference of hypotheses and rules from one linguistic system into another, i.e., intralanguage and interlanguage deviances respectively.

Since our material involves translation it will also involve a bilingual writer. Thus it is bound to contain not only intralanguage but also interlanguage errors. These two broad categories will be clarified in this work, though the majority of errors in the our data have been categorized as being caused by interference of the mother-tongue.

The term *Intralanguage*, which has been adopted by RICHARDS refers to errors produced by any speaker of a target language. Certain errors are due to the systematic differences in the target language itself.

Richards classifies some sources of errors such as:

- a) overgeneralization,
- b) ignorance of rule restrictions,
- c) incomplete application of rules,
- d) false concepts hypothesized.

Overgeneralization occurs when a speaker produces ill-formed structures based on his knowledge of the other structures in the target language due to restrictions of certain grammatical rules.

E.g. *He cans see a bird,
rather than He can see a bird.

There is thus a tendency for generalizing the rule of the third person singular (Present tense) to all verbs, including auxiliaries.

Within the category *Ignorance of rule restrictions* there are cases of wrong application of grammatical rules. Sometimes, errors occur on account of ignorance of rule restrictions, as many be illustrated with prepositions.

E.g. *I gave to Tom the book,
rather than I gave Tom the book or I gave the book to Tom.

The verb *to give* can be followed by two objects:

a) Indirect object + a direct object:

I gave Tom the book.

b) Direct object + *to* + noun phrase:

I gave the book to Tom.

The restriction ignored here is the correct collocation of the preposition *to*.

There is also evidence of analogy with other verbs similar to *give* such as *send*:

He sent a letter to me or He sent me a letter.

Incomplete application of rules, may be illustrated with the use of questions and the answers given by speakers.

E.g. *Does he works?

rather than Does he work?

In this case the rule concerning the use of the dummy *does* for interrogative sentences was applied but the rule which switches the verb tense to infinitive was not.

False concepts hypothesized refer to false hypothesis about the target language based on a limited knowledge of the language. Many times the speaker in builds such false hypotheses, even though he speaks his native language.

Errors like *It was happened and *He is speaks French, are produced due to the interpretation that, the use of *was* correspond to a marker of past tense and *is* to a marker of present tense.

Intralinguage errors should be of concern to those who are dealing with deviances within a single linguistic system. As we are concentrating on errors of translation, we will need another category which accounts for deviances produced by the interference of a second linguistic system.¹³

In the second broad category, that is, *Interlanguage*, presented by SELINKER, Interlanguage errors account for deviances due to the interference of a second language.

The types of Interlanguage errors can be the same as those adopted by Richards' classification, which was

previously mentioned, with the difference that they are caused by the interference of the rules of another system.

According to WEINREICH, the term *interference* "implies the rearrangement of patterns that result from the introduction of foreign elements into the more highly structured domains of language, such as the bulk of the phonemic system, a large part of the morphology and syntax, and some areas of the vocabulary"¹⁴.

SELINKER states that there is a psychological structure latent in the brain of each individual, which is activated, at the moment he attempts to learn and express meanings in another language, that is, in the target language.¹⁵

For example, this is what occurs when a speaker attempts to communicate and express meanings using the hypothesized corresponding set of utterances which differ from both mother-tongue and target languages.

SELINKER refers to a concept called fossilization (structures, rules and subsystems) found in the latent psychological structures which are the permanent characteristics of a native speaker. Such permanent characteristics are linguistic phenomena that will tend to keep in their interlanguage features what coincide with the two different languages.¹⁶

Since the structures are latent in the brain of each speaker, it is possible that he can transfer his own language system to another language without being aware of it.

SELINKER considers three sets of utterances which are relevant to interlingual identifications:

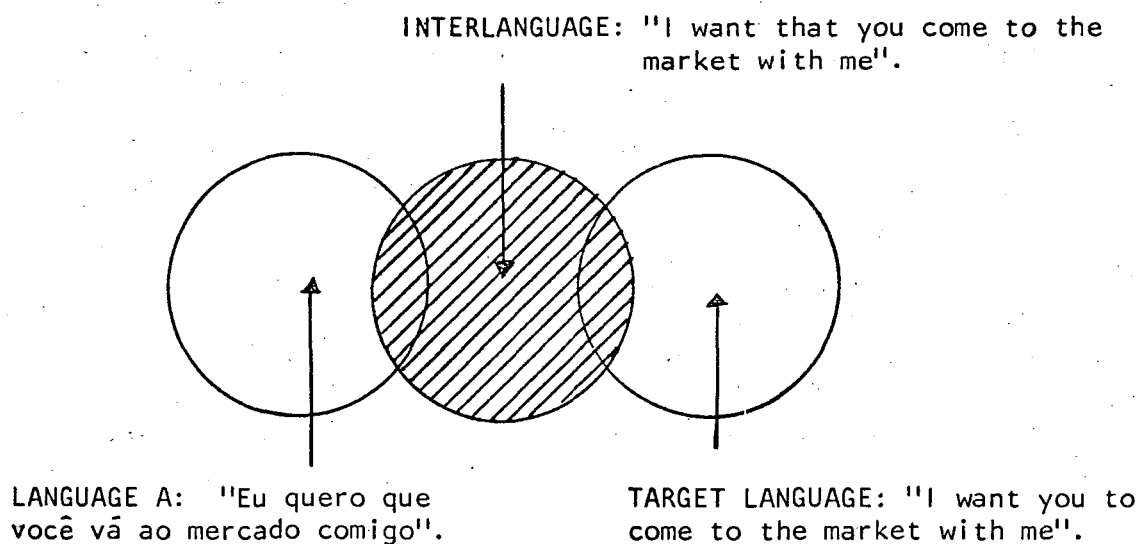
- 1) Utterances in the native speaker's language produced by the speaker,
- 2) Interlanguage utterances and
- 3) Target language utterances produced by native speakers of that target language.¹⁷

These three sets of utterances are very clear in any target language speaker. For example, it is common for a Portuguese native speaker to say in English, *I want that you come to the market with me, rather than I want you to come to the market with me, because of the interference of his mother-tongue, for that is a literal translation of the Portuguese sentence eu quero que você vá ao mercado comigo. So, he has simply transferred the grammatical rules of his own language to the target language perhaps without being aware of it or without knowing that there is no one-to-one relationship between the elements of the two languages.

CORDER presents a useful diagram to explain the position of these three sets of utterances used by Selinker in the analysis of interlanguage.

This diagram presented below, shows that interlanguage, which is considered one of the classes of idiosyncratic dialects, has rules that *share* characteristics of two social dialects of languages. So, interlanguage (the dark area in the diagram) is a system that represents the

overlap between two languages or two different linguistic systems: that of the mother-tongue and that of the target language.



The interlanguage area is stigmatized and is thus usually classified as the realm of errors.¹⁸

Five types of interlanguage errors can be identified in view of the process involved in the acquisition of a second language.

They are caused by:

a) *Language transfer*. This occurs when fossilizable items, rules and subsystems result from native language and can be identified in interlanguage performance.

E.g. ★ Brenda has five years old ,
rather than Brenda is five years old.

The speaker attempts to express his thought by transferring the system of his native language to the target language. In the Portuguese language the verb *ter* (to have) is used to tell one's age. So, this is an example of error caused by interference from the second language.

b) *Transfer of training*. It occurs when fossilizable items, rules and subsystems can be identified as a result of training procedures.

E.g. It is difficult for some speakers to see the difference between *he* and *she* due to the use of the pronoun *he* and not *she* in certain drills which present both simultaneously in many books. One can observe that even though such a difference does not exist in his mother-tongue, the speaker does not feel the need to make the distinction between *he* and *she*, since he uses the pronoun *he* all the time in a conversation or other sorts of communication without being misunderstood.

c) *Strategies of second language learning*. Fossilizable items, rules and subsystems ought to be a result of an identifiable bilingual approach to the material, which is to be learned. This strategy can involve simplification.

A speaker for example, may produce sentences like *Don't worry, I am hearing you, because he adopts the principle that the transitive or intransitive verbs in L1 correspond strictly to transitive and intransitive verbs in L2 respectively.

d) *Strategies of second language communication.* In this process, the speaker uses fossilizable items, rules and subsystems as a result of an identifiable approach in order to communicate with native speakers of the target language.

E.g. ★I was in France when I see my uncle.

When a speaker is self conscious of the grammatical processes, taking place at the moment he attempts to express in English meanings that he already has his speech is not only hesitant but also disconnected, since native speakers become impatient with him.

e) *Overgeneralization of the target language linguistic materials.* This last process occurs as the result of a clear overgeneralization of target language rules and semantic features.⁷

BROAD CATEGORIES OF ERRORS:

RICHARDS

(one-system)
Intralinguage

SELINKER

(more than one system)
Interlanguage

Types:

- overgeneralization
- ignorance of rules restrictions
- incomplete applications of rules
- false concepts hypothesized

Causes:

- language transfer
- transfer of training
- strategies of second language learning
- strategies of second language communication
- overgeneralization of the target language linguistic materials

In relation to interlanguage transfers it has to be considered that, as LADO puts it, "a speaker tends to transfer the grammatical structure of the mother-tongue to the target language, such as: the sentence forms, the modification devices, the number, the gender and case patterns of his nature language"¹⁹

We must, then, take a more careful look at error in relation to the aspects of language in which it manifests itself.

2.2.2 TYPES OF ERRORS: A CLASSIFICATION BASED ON LINGUISTIC CRITERIA

Among the various criteria available for the classification of language deviance, the most useful to the present research is the one which is based on the aspect of language affected. So, we will narrow down our view of error concentrating on and providing more details of the types that will be relevant at present, that is, sub-types of error within the interlanguage category.

The aspects of language which will be adopted as the basic framework for this sub-classification are: morphology, syntax and lexico-semantics. Phonology will not be considered within the scope of this work because we are collecting data from written language, and graphology is not considered relevant to the present work either.

2.2.2.1 Morphological Errors

Morphology is one of the aspects of language which concerns the structure of words — the process through which a word may be formed, for example, through the addition of affixes (prefixes, infixes, suffixes).

A morphological error can occur when such affixes do not follow the rules of word formation in a given language.

E.g. polite /*umpolite
rather than impolite.

A morphological error is the wrong combination of stems and affixes, i.e., prefixes, infixes and suffixes.

Morphological errors are found in some leaflets of tourism, especially the errors in relation to occurrences of prefixes and suffixes.

E.g. *umpolite rather than, impolite
*inequivocal rather than, unequivocal.

In the English language the prefixes *un-* and *in-* are used to negate the meaning of a stem. In the Portuguese language, there is no prefix *un-* and so there is a tendency for overgeneralization of the form *in-*.

E.g. impossível (impossible)
infeliz (unhappy) *inhappy
inalterável (unchangeable) *inchangeable
inelegível (ineligible).

Probably, this is one of the reasons why Portuguese native speakers use the prefix *in-* rather than *un-* when they speak or write in English.

The word imperatrix is a typical morphological interference from the Portuguese language, as the feminine of imperador (emperor) is imperatriz (empress). The problem here is not only the use of the wrong affix but the use of the wrong stem.

2.2.2.2 Syntactic Errors

The other aspect of language is Syntax, which according to CRYSTAL "is the study of the inter-relationship between elements of sentence structure, and the rules governing the arrangement of sentences in sequences".²⁰

So, any deviance in the application of the grammatical rules of a certain variety of language will constitute a *syntactic error*.

Some sentences in our data do not follow the syntactic rules of current standard English:

E.g. ★ Casimiro de Abreu is very much sought after for its iodized-water lagoon, called "The Coca-cola Lagoon". In the wild environment it provides a direct contact with nature in the beautiful beaches of Rio das Ostras.

★ ... In the wild environment of the beautiful beaches of Rio das Ostras, it provides a direct contact with nature.

The following sentence can be an example of *language transfer*, which is one out of five causes of inter-language errors of Selinker's classification (see page 26 in *Intra and Interlanguage Errors*):

O que haveria de tão especial nesta Curitiba de um milhão de habitantes, de clima frio a maior parte do ano e que guarda fortes traços culturais e étnicos de colonização européia?

★What would you have so special in this city of one million inhabitants with cold climate the biggest part of the year and that maintain European colonization?

Such a translation into English was literal; the next one is non-literal and we will deal with it in the present work. A more acceptable version of it would be:

What is it about Curitiba which makes it so special? Is it the generally cold climate and the cultural and ethnic influence of European colonization?

2.2.2.3 Lexico-Semantic Errors

Finally, we have the class of lexico-semantic errors on which we will be concentrating our attention, for the majority of deviations detected in the tourist guides are basically of the lexico-semantic type. For this purpose it is necessary to say what is meant by *lexicon* and what is meant by *Semantics*.

Lexicon is the complete list of elements of a language. The lexicon is usually presented in the form of a dictionary — a list of lexical items, and Semantics is the science that studies meaning. So, by lexico-semantic study is meant the study of the meanings of lexical items.

AITCHISON describes a lexical item as a "dictionary entry". "It is the abstract entity which is felt to under-

lie the various inflected forms."²¹

He gives a very good example of a lexical item with the words Howl, Howling and Howled. These words which have different orthographical and grammatical representations or realizations, and only one lexical form, would come under the entry Howl.

E.g. Listen to the dodo howling. He always howls
at night. howls

There is a distinction between lexical and grammatical meanings. Lexical meaning deals with words of intrinsic meaning. They are called full words and they refer to objects, actions and qualities in order to identify with the external world.

E.g. table, tree, etc.

We will be dealing with items which can function as the head of phrases, such as nouns, verbs, adjectives, adverbs, and we will not be concerned with those which cannot such as: prepositions, articles, conjunctions, etc.

Grammatical meaning deals with little or perhaps no intrinsic meaning. They are sometimes called empty words.

E.g. The word and which is used to refer to items or to indicate alternatives; of sometimes is used to indicate possession.

HALLIDAY refers to the "open set" as opposed to grammar which is a "closed system". In grammar there is only one alternative to choose from, what is possible and what is not. There are instances where one has to choose between

this and *that* or between singular and plural, or between past, present and future. But there are other circumstances in which it is possible to choose from a very large number of possibilities, as is the case of the following clause:

E.g. He was sitting there on the ..., we can choose one of these words: chair, setee, bench, stool and so on.

In the present work, we will be dealing with the meaning of lexical items from open sets, i.e., nouns, adjectives, verbs, adverbs.

It is natural for words to have more than one meaning (polysemy) and also for different words to have the same meaning (synonymy).

The difficulty in translating from one language into another lies in the fact that polysemy and synonymy are not the same in both languages. The lexical organization differs from language to language.

Take the word principal, for example: It is usually used as an adjective, meaning main, most important.

E.G. What is your principal reason for wanting to be a pianist?

But as a noun it can also mean headmaster or head-mistress as in:

If you want a free day you will have to ask the Principal.

Now, when translating those sentences into Portuguese one cannot translate both occurrences of *principal* with only one lexical item.

Qual é a razão principal para querer ser pianista?

*Se quiser um dia de folga você precisará pedir ao principal.

If there is a comparison made between the vocabulary of the Portuguese and English languages, it will be noticed that many words of these languages are different and others similar in meaning. There is no one-to-one relationship between the lexical structures of different languages.

This asymmetry can be illustrated with the following cases:

- 1) Words that are similar in form and in meaning:

hotel, hospital, animal.

They are what is called true cognates.

- 2) Those similar in meaning but different in form. In English the word tree that is translated into Portuguese by the word árvore.

- 3) Those similar in meaning but with some restrictions in style or dialect.

The English word petrol and the American word gasoline.

- 4) Those similar in form but different in meaning (false cognates).

The word assistir is similar in form in the English and the Portuguese languages: assist - assistir.

But in English assist means help; in Portuguese assistir means attend.

CORDER calls the words which have similar forms but are different in meaning, "faux amis". Rosa W. Konder in the *Longman English Dictionary for Portuguese Speakers* refers to *false cognates* as "os falsos amigos".²³

They exist in great number in all languages and they cause many problems for translators.

Such words may be:

a) Similar in meaning though only partially.

E.g. The English word discuss and the Portuguese word discutir.

b) Different in meaning though with traces of meaning from the mother-tongue.

E.g. The English word pretend and the Portuguese word pretender.

c) The referent is the same but it belongs to different semantic fields. For example, avocado in English means either vegetable or fruit but in Portuguese it means only the fruit itself.

Apart from the differences in lexicon between two languages, descriptive meaning, especially from the point of view of sense relations, can have also an important role in our research, because the words should have their specific meanings in a context in order to facilitate the comprehension of a message. Let us now situate the type of meaning in a more general framework.

According to LYONS, there are three basic types of meaning:

Expressive or affected meaning "covaries with characteristics of the speaker", i.e., it deals with the emotions and attitudes of the speaker when he is talking to someone. The difference between the following sentences can illustrate this:

E.g. Would you mind taking your doggy off the carpet?

and

Get that bloody animal off my nice clean carpet!

The distinction between social and expressive functions is not easy to make. Interpersonal is the term for these two meanings, given by HALLIDAY.²⁴

Among the types of meaning presented above, descriptive meaning is the most important, as any deviations from the standard interpretation may lead to either slight misunderstanding or to complete incomprehensibility.

We shall now mention some aspects of descriptive meaning through the clarification of sense relations. This is felt necessary because the descriptive meaning of a word depends on the place it occupies in the complete network of sense relations it holds with all the lexical items of a language.

According to PALMER, "sense" relates to the complex system of relationships that hold between the linguistic elements themselves (mostly the words); it is concerned only with intralinguistic relations"²⁵.

LYONS defines "senses" of a word as having "its place in a system of relationships which it contracts with other words in the vocabulary". It will be observed that, since "sense" is to be defined in terms of relationships which

hold between vocabulary-items, it carries with it no pre-suppositions about the existence of objects and properties outside the vocabulary of the language in question.²⁶

Since the translator is aware of the existence of cognates and sense relations, which refer to the meaning of words, many errors can be avoided in a translation. The meaning of words should be chosen according to the context in order to facilitate communication.

In an attempt to provide a clearer understanding of certain recognisable sense relations, we will present a summary of Lyons's views on this subject.

Synonym. In the English language, some words can be synonymous only in certain contexts. While in a given context, substitution of a word for another can be impossible.

The word conception, for example, is a synonym of idea in certain contexts because the meaning of both words are identical.

E.g. My idea of a university is of a community of scholars.

However in the sentence: His new idea seems a good one, the word idea cannot be substituted by the word conception because such a word would not be appropriate in the sentence.

Therefore, it is difficult to accept the idea that for words to be considered synonymous they must have the same meaning in whatever contexts they may be used.

Hyponymy. In hyponymy, the notion of inclusion is present and only one word refers to the class itself.

For example, the words car and bus are included in vehicle; tulip and rose are included in flower, etc.

It is important to point out that the relation of hyponymy as well as all sense relations vary from language to language. As exemplification we may compare the following words in German and English. The equivalent of potato is kartoffel in German. However, kartoffel is not included among Gemüse (vegetables).

Incompatibility. While hyponymy means a relationship of inclusion, the relation of incompatibility is that of exclusion.

For example, the word morning can be said in the place of not afternoon, not evening and not night. The same relation of incompatibility can be found between colour terms. For example, the choice of red entails the exclusion of black, blue, yellow and so on. There are colour terms which cannot be incompatible, for example, the colour scarlet which is a hyponym of red.

Lyons states three types of oppositeness:

- 1) Complementary,
- 2) Antonymy,
- 3) Converseness.

1. *Complementary* applies only to members of two-term sets. When one term is predicted, the other one is contradicted.

Complementary refers to pairs of the type single/married, dead/alive, perfect/imperfect and so on.

2. *Antonymy*. This class is considered as composed of *opposites par excellence*, as they are regularly gradable. For example, there is a gradation from big to small, from young to old, from wide to narrow. All of these words are adjectives and there is evidence of comparative forms in this type of *oppositeness*.

E.g. She is young, but she is older than her sister.

3. *Converseness*. This third type of sense-relation suggested by Lyons, holds between pairs such as buy and sell, parent and child, husband and wife, employee and employer, and so on. The word sell is the converse of buy, and buy is the converse of sell.

PALMER prefers to call it "relational opposition".

Concluding Remarks

We have thus presented a framework of certain aspects of language, namely the morphological, syntactic and the lexico-semantic, which are relevant to an analysis of errors resulting from interference of the mother-tongue.

We have also made it clear that we shall be concentrating on occurrences of lexico-semantics deviances.

Now it would seem necessary to point out that the items will be analysed not only from the point of view of grammaticality but also from the point of view of acceptabil-

ity, by which we mean that the use of certain lexical items in certain situations may be descriptively grammatical but socially and/or expressively unacceptable.

NOTES

¹ WEBSTER'S Third New International Dictionary of the English Language. Chicago, Enc. Britannica, 1971. v.2, p.772.

² WEBSTER'S ..., v.2, p.1446.

³ CORDER, S.P. *Introducing Applied Linguistics*. Harmondsworth, Penguin, 1973. p.258.

⁴ CORDER, *Introducing ...*, p.259.

⁵ CORDER, S.P. Error Analysis. In: ALLEN, J.P.B. & _____, ed. *The Edinburgh Course in Applied Linguistics*. London, Oxford University Press, 1974. v.3, p.123.

⁶ WILKINS, D.A. *Linguistics in Language Teaching*. London, Arnold, 1972. p.202.

⁷ WILKINS, p.206.

⁸ CORDER, S.P. Error Analysis, Interlanguage and Second Language Acquisition. In: CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH. *Language Teaching and Linguistics: Surveys*. Cambridge, Cambridge University Press, 1978. p.60.

⁹ LADO, R. *Linguistics Across Cultures*. Ann Arbor University of Michigan Press, 1974. p.58.

¹⁰ CORDER, Error Analysis, p.123-4.

¹¹ BURT, M.K. Error Analysis in the Adult EFL Classroom. *Tesol Quarterly*, 9(1):53-63, Mar.1975.

¹² JOHANSSON, S. The Use of Error Analysis and Contrastive Analysis. *English Language Teaching Journal*, 29(3):246-53, Apr.1975.

¹³ RICHARDS, J.C. A Non-Contrastive Approach to Error Analysis. In: _____. *Error Analysis; perspectives on second language acquisition*. 2.ed. London, Longman, 1977. p.174.

¹⁴ WEINREICH, U. *Languages in Contact*. The Hague, Mouton, 1974. p.1.

¹⁵ SELINKER, L. Interlanguage. In: RICHARDS, p.34.

¹⁶ SELINKER, p.36.

¹⁷ SELINKER, L. et alii. The Interlanguage Hypothesis Extended to Children. *Language Learning*, 25(1):139-51, 1975.

¹⁸ CORDER, S.P. *Error Analysis and Interlanguage*. Oxford, Oxford University Press, 1981. p.17.

¹⁹ SELINKER, p.37.

²⁰ CRYSTAL, D. *A First Dictionary of Linguistics and Phonetics*. London, A.Deutsch, 1980. p.346.

²¹ AITCHISON, J. *General Linguistics*. London, English University Press, 1972. p.61.

²² HALLIDAY, H.A.K. et alii. The Users and Uses of Language. In: *The Linguistic Sciences and Language Teaching*. London, Longman, 1973. p.22.

²³ CORDER, *Introducing ...*, p.231.

²⁴ LYONS, J. *Introduction to Theoretical Linguistics*. Cambridge, Cambridge University Press, 1969. p.50.

²⁵ PALMER, F.R. *Semantics; a new outline*. Cambridge, Cambridge, University Press, 1977. p.5.

²⁶ LYONS, p.427.

2.3 GRAMMATICALITY AND ACCEPTABILITY

Scales of grammaticality and acceptability do not necessarily present the same results.

If we take communication as the main purpose of language we need to consider the notion of *acceptability*. For reasons that will be made clear later in this paper, certain utterances may be grammatical but unacceptable for certain purposes of communication.

In the last ten years increasing attention has been given to acceptability in language. Linguists have been concerned not only with the nature of acceptability but also in ways of assessing it.

CRYSTAL states that to linguists, all utterances can be acceptable as long as their uses are consistent both in speech and writing. What we feel important is to know *where* and *when* and *with whom* such utterances may be used. In a social group, for example, an utterance may be acceptable in one context, but unacceptable in another. This occurs due to the contrast between colloquial and formal speech, between spoken and written language, between legal, religious, scientific and other varieties of language.¹

In the present work we will adopt Chomsky's position in relation to grammaticality and acceptability, i.e., that they are not synonymous but they belong to different areas of language description.

As they are different concepts, we will emphasize the concept of acceptability more than grammaticality because the sentences which make up the data to be analysed in our research, from the register of tourist information, will be analysed in terms of acceptability within their situational context.

CHOMSKY defines acceptability as a concept which belongs to the study of performance, whereas grammaticality belongs to the study of competence.²

The ultimate objective of a foreign language programme is that the learner is able to produce language which is acceptable, given an appropriate situation, as far as possible, as effectively as they would be produced by a native speaker.

Such an acceptable language should be determined by tests of acceptability and recognized by another native speaker as really being genuine examples of utterances in a language.

According to CRYSTAL it is necessary to have techniques for judging acceptability. In the sentence I think it is money they are charging is one thing rather than Money is one thing they are charging.³

Linguists may determine whether such a deviance was caused by the speaker's mistake (idiosyncratic) or whether

it can be considered a grammatical structure of his own non-standard dialect or sociolect or register, i.e., characteristic of some social group.

It is possible for a sentence to be considered grammatically correct according to the rules of the grammar of a language, but that it is not acceptable, for several reasons, such as: the complexity of the sentence, the repetition of rules, the length of the sentence to mention only some.

In the sentences this is the malt, that the rat, that the cat killed, ate, and this is the malt that the rat ate, the same grammatical categories are used, that is, noun, verb, article, etc, but the last sentence is more acceptable than the first, due to reasons previously mentioned.

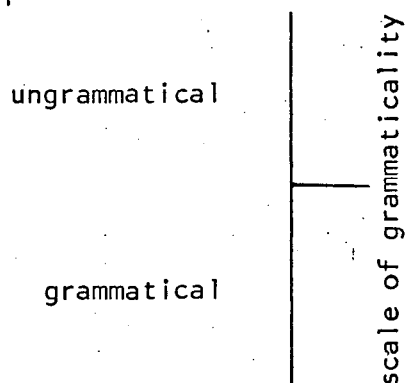
Berry states that grammaticality is defined by transformational, generative linguists "in terms of acceptability to native speakers". In this case grammaticality and acceptability are synonymous.

A transformational-generative grammar deals only with the grammatical sentences of a language, that is, with the difference between the grammatical and ungrammatical sentences.

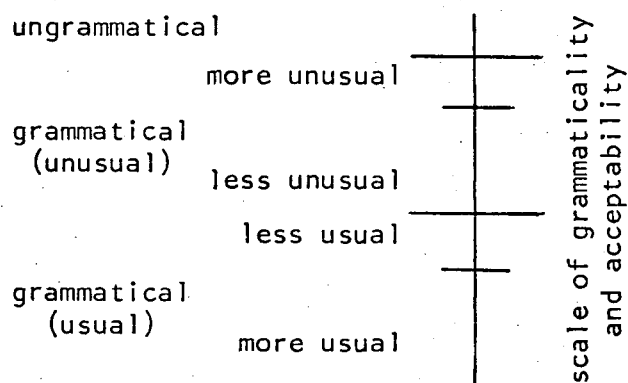
Grammaticality is considered a continuum. There are some sentences in a language that can be either acceptable or unacceptable to a native speaker of the language. However, it is possible to find many sentences "marginally acceptable" as BERRY states.⁴

Although transformational-generative linguists agree that grammaticality is a continuum, they admit only one cut-off on the scale of grammaticality when it is used for practical purposes.

DIAGRAM



The following diagram shows the scale of grammaticality adopted by systemic linguists. This scale consists of three segments and it is more adequate to our work because it represents a cline or continuum.⁵



There is a difference between systemic linguistics and transformational-generative linguistics "in respect of this question of grammaticality" which is commented by Berry. She states that

1) Systemic linguists make a difference between grammaticality and acceptability, i.e., they define grammaticality more in terms of *langue* as a form of *doing* in terms of the likelihood of the sentences occurring, than in terms of *langue* as a form of *knowing*.

2) According to systemic linguists, grammaticality should be discussed within the situation in which a sentence is being used, as there are certain types of situation in which a sentence might be more acceptable / usual / likely than unacceptable / unusual / unlikely.

3) Systemic linguistics state that this is the most important point in question of grammaticality and accordingly the scale should have at least three segments, "preferably more" in order to allow the systemic linguists to come closer in practice to reflecting the cline which was recognized by them in theory.

The following sentences taken from our tourist information data can be included in this three-fold segmentation of the scale of acceptability.

Ungrammatical

"Brasília transcende às expectativas em sua posição de Capital Federal."

Brasília is over our expects in its place of capital.

It would be better: Brasília goes beyond our expectations in its position of capital.

Grammatical
(unusual)

As with folklore, there are many popular crafts,
rather than In addition to folklore, there are many popular crafts.

Grammatical
(usual)

"No litoral paulista a paisagem nunca é monótona."

On the São Paulo shore the landscape is never monotonous.

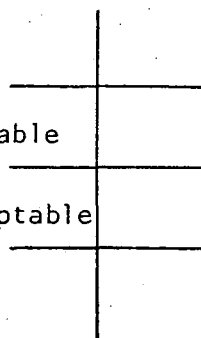
In the present work we will use the following scale of acceptability which will be of a four-fold classification. We have included an extra class because when in doubt we can judge by means of the probability of the utterance being acceptable or unacceptable.

acceptable

doubtful, but probably acceptable

doubtful, but probably unacceptable

unacceptable



SCALE OF ACCEPTABILITY

As the concept of *acceptability* has been emphasized in this work, as opposed to grammaticality and the fact that linguistic choices must be made not only in relation to "correction and grammaticality" but also in relation to "acceptability and appropriateness" to the context of situation etc, this leads us into the area of communicative competence within the language shown in the register of the tourist advertising brochure.

NOTES

¹CRYSTAL, D. *A First Dictionary of Linguistics and Phonetics*. London, A.Deutsch, 1980. p.9.

²CHOMSKY, N. *Aspects of the Theory of Syntax*. Cambridge, M.I.T. Press, 1972. p.10-1.

³CRYSTAL, p.9.

⁴BERRY, M. *Introduction to Systemic Linguistics*. London, Batsford, 1975. v.1, p.27.

⁵BERRY, v.1, p.28.

2.4 COMMUNICATIVE COMPETENCE

The difficulties faced when trying to program a computer to communicate, have shown us that performance in a language does not depend only on an ability to manipulate linguistic rules, but also the ability to send messages through utterances that are appropriate to the context of a situation and those involved in it.

Errors caused by the interference of the mother-tongue, will be analysed primarily in terms of linguistic competence. Such errors are due to an imperfect competence in the target standard language.

However, there are also errors which are caused by inadequate communication, that is, some utterances contain clauses, phrases or words which may be considered inappropriate, and result in communicative difficulties, that is, in problems related to communicative rather than linguistic competence.

The concept of communicative competence is clearly one of complexity which has therefore, led to a variety of debates, and a number of different definitions of it.

POLITZER states that "at least three approaches to the communicative competence concept appear to have influenced its definitions".

1) In the first approach, communicative competence is defined as "the ability to receive and convey information" (e.g. Flavell et al., 1968 or Wang et al., 1973). This approach is based on research made by psychological and communication engineers.

2) In a second approach, the appropriateness of communication is emphasized by "sociolinguistic parameters such as topic, place or interlocutor". This approach, whose roots are in sociolinguistic research, can be considered one of the most influential views of communicative competence (e.g. Del Hymes).

3) The third approach deals with speech act analysis of language and the effective performance of speech acts is emphasized as the *key* to communicative competence (Austin, Searle).¹

In the present work we are interested in both the second and the third approaches, because the sentences of our data will be analysed in terms of appropriateness and effectiveness to tourist information purposes.

According to certain sociolinguistic approaches communicative competence deals with the knowledge of a language (Linguistic competence) that a native speaker possesses as well as the way he uses it.

MUNBY states that communicative competence seems "to include the ability to use linguistic forms to perform communicative acts and to understand the communicative functions of sentences and their relationships to other sentences"².

BROWN quotes from Henry Widdowson that

communicative competence is not a compilation of items in memory but a set of strategies or creative procedures for realizing the value of linguistic elements in contexts of use, an ability to make sense as a participant in discourse, whether spoken or written, by the skillful deployment of shared knowledge of code resources and rules of language use.³

The speaker has to have the ability to produce and understand acceptable and appropriate utterances and to distinguish grammatical from ungrammatical sequences in relation to the context in which they are uttered.

According to Corder, the speaker should be able to develop grammatical competence in the Chomskyan sense (the formation rules of the language), as well as communicative competence, in Hymes' sense (the speaking rules) that is to select from a particular grammatical sequence according to the appropriate context both linguistic and situational.

This viewpoint claims that when a speaker intends to say something, he uses his ability to choose the most appropriate form according to the situation. It is nonsense if you greet someone in the morning by saying Good night or I turned on the light.

These utterances are grammatically correct, of course, but they are considered inappropriate because the form expected in that context of situation is, for instance: Good morning.

Undoubtedly, one of the most important aspects in communication is the use of the most appropriate utterance for a given context.

Some utterances used by a shop attendant, for example, May I help you?, What can I do for you? and Can I show you something? are more appropriate than the use of What do you want?. The correctness of an utterance in terms of its grammaticality, phonology and/or semantics is insufficient in itself to make it a successful piece of communication.

Apart from selecting correctly from the Grammar, which includes phonological syntactic and semantic rules, the speaker must have intuition within his own competence to choose what are grammatical and acceptable sentences. The speaker has a knowledge of the rules in order to form and produce a countless number of sentences and he also has the ability to recognize whether such sentences are appropriate to the situation or not. So, he has to have an intuition not a conscious knowledge to accept well-formed sentences.

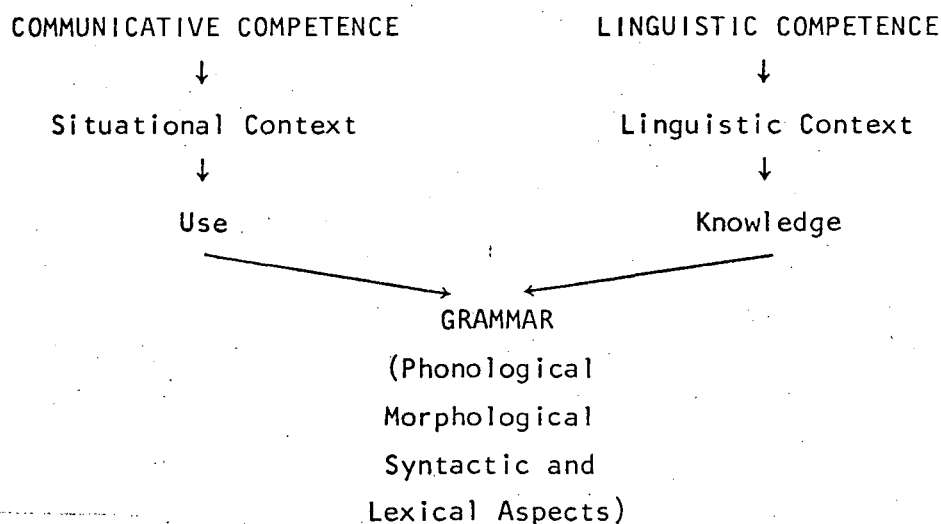
It is true that the grammatical rules underlying the standard, prestigious, variant of language only say that the sentences are correctly formed. They do not ensure that the forms of the utterances are appropriate.

For language to provide a successful medium for communication it needs to be chosen according to specific situations.

It is therefore necessary to know a foreign language as a means of social interaction, because an individual is a member of society and he needs language to communicate with others. A knowledge of a language is much more than linguistic competence. It also includes communicative compe-

tence, as the language in use, needs to express the essential communication acts of a situation.

The following diagram illustrates the link between *communicative competence* and *linguistic competence*.



As it is related to sociolinguistic parameters such as topic, place, addressor, addressee etc, communicative competence is also closely related to the concept language variation which we shall discuss in next chapter.

NOTES

¹POLITZER, R.L. & MCGROARTY, M. A Discrete Point Test of Communicative Competence. *IRAL*, 21(3):179-87, Aug.1983.

²MUNBY, J. *Communicative Syllabus Design*. Cambridge, Cambridge University Press, 1978. p.26.

³BROWN, H.D. *Principles of Language Learning and Teaching*. Englewood Cliffs, Prentice-Hall, 1980. p.204.

2.5 VARIATION IN LANGUAGE

The sentences of our tourist data, will be analysed in terms of acceptability and grammaticality. As they represent a specific variety of language use it will also be necessary to consider the range of varieties of English for judgements of acceptability which depend on the writer's awareness of the variety of language in focus.

QUIRK distinguishes six varieties in the so-called, "common core or nucleus" of English. This core can be divided into various subclasses according to differences of:

- 1) Region,
- 2) Education and Social standing,
- 3) Subject matter,
- 4) Medium,
- 5) Attitude,
- 6) Interference.¹

1. *Regional Variation*

This kind of variation in language is actualized through dialects. A dialect is a variety of the language used by groups of people in geographical dispersion.

According to O'DONNEL and TODD, there are three distinct levels in a dialect:

- a) the sound (phonology),
 - b) the vocabulary (semantic),
 - c) the grammar (grammar)
- (the same aspects of any language).²

a) The *sound* system is fundamental in the identification of an accent referring to the system as a whole or pronunciation. The dialectal difference is recognisable first from the speaker's pronunciation. So phonology is considered one of the most important points of regional variation. In the words such as day, home, fool, foul and port one can observe qualitative differences in other vowel segments between Scottish and English speakers.

b) *Vocabulary* is not only a distinctive level, but also important in the identification of registers. For example, tea in English is an afternoon meal; in Jamaica it may be the early morning meal; in Northern Ireland a backward child is simply a shy "kid" but elsewhere he/she may be a mentally impaired child. A bucket in England is a vessel for carrying water, milk, etc; in some parts of Scotland it is a dustbin.

c) *Grammatical* variation is not as noticeable as pronunciation and vocabulary (lexicon) are, because it does not affect the comprehension or communication of a social group. The different dialectal variations of a language can be said to share a considerable proportion of grammatical rules. In Northern Ireland, for example, Chinee is used as singular of Chinese. Corp is singular of corpse and barrack is singular of barracks.

Geographical dispersion is the basis for this type of linguistic variation. Thus, in places where intercommunication is not frequent, dialects became distinct and considered different languages. This occurred a long time ago in relation to the Germanic dialects which today comprise Dutch, English, German, Swedish. In the case of the dialects of English, there are different factors involved. According to QUIRK, "they have resulted from the regional separation of English-speaking communities", such as the British, Americans, Australians, Canadians and others. Among many dialects of English the ones in the long-settled Britain are more numerous than in the recently settled North America, Australia and New Zealand. In QUIRK's observation, the degree of generality depends not only on his stand point but also on his experience.³

A dialect is sometimes interpreted as any form of English, which differs from Standard English in grammar, syntax, vocabulary and also in pronunciation; but from the linguistic point of view the Standard is also a dialect. It is no more than the dialect which happens to have more social prestige.

In regional dialects there may be differentiation in each area of the region. We may illustrate this point with an example from the Chinese continent. Although the dialects spoken in Canton, Toishan, Chungshan and Seijap are all in Kwangtung province, they are distinct from one another. However they are all grouped together under the umbrella term of *Cantonese*.

Many differences of regional dialect are found within each English-speaking country. For example, in New England, English is spoken differently from the Southern States of the United States. Other such regions are: New York City, Mid West, Appalachian rural speech, Southern, Texas, etc.

When an Englishman hears a Southern American speaker, he primarily detects that he is simply an American. To an American who hears the same speaker, he detects first as a Southern speaker, then as a Virginian or even he can say whether he is a Piedmont Virginian or not.

Canadian, New England, Midland and Southern varieties of English can be distinguished within North America. The same occurs to Irish, Scots, Northern, Midland, Welsh, South-western as well as "London varieties" within the British Isles.

Scottish, Irish, Northern are not acceptable linguistically. They are purely lay-labels.

E.g. West Highland, East Coast, lowland, Border
(Scottish)

Dublin, Belfast, West Coast, North Coast
(Irish)

Lancashire, Yorkshire, Northumberland etc
(Northern).

Among the regional variation in the English language there is a prestigious variant called Standard English which is used as the model for both spoken and written performance.

As in any other language there are also a number of varieties which are considered sub-standard in grammatical English terms. These would include:

Standard English

I did it

I saw him

I like it

Have you seen her?

Sub-Standard English

I done it (cockney)

I seed him (Geordie)

I likes it (Norfolk)

Have you seen she? (Dorset)

In the sub-standard or non-substandard English, the speakers do not follow the grammatical rules of the standard language. They do, however, follow the rule governed behaviour of their own variety.

British English and American English are, for example, considered two important national standards with grammatical, lexical and pronunciation differences.

For this reason at this stage it may be useful to include a number of relevant pertinent examples of differences between Standard British English and Standard American English.

Standard British English

1. *Grammatical*

have got

2. *Lexical*

Railway

Tap

Autumn

Lift

Phone call box

Minerals

Car park

Standard American English

have or have gotten

Railroad

Faucet

Fall

Elevator

Telephone booth

Soft drinks

Parking lot

3. Pronunciation

- | | |
|--|--|
| <p>a) The <u>R</u> is not pronounced
(except when between
vowels).
E.g. Lord, mother, park
(min<u>er</u>al);</p> | <p><u>R</u> is pronounced by the
majority of American
speakers (and Scottish and
Irish speakers).
E.G. Lord, mother, park;</p> |
| <p>b) broad [a]:
past, half, last;</p> | <p><u>a</u> flat [a]:
past, half, last;</p> |
| <p>c) the use of a different
stress in words like:
<u>se</u>cretary, voc<u>a</u>bulary;</p> | <p>it retains a more marked
stress (tertiary stress):
se<u>cre</u>tary, voc<u>a</u>bulary;</p> |
| <p>d) either, neither
'(i:ðə 'ni:ðə</p> | <p>either, neither
'aɪðə 'naɪðə</p> |

It is important to emphasize once more that Standard English is a prestigious dialect. It can be accepted in political and social systems. In a single system there are two minor systems: the first one is recognised, or/and acceptable, in certain English-speaking countries (except the United States) with the orientation of British English. In this minor system or subsystem some distinctive forms are found in a small group of words such as: colour, centre, travelled, etc and also in grammatical differences, as word order, present perfect etc.

The second is the American subsystem: color, center, traveled etc.

The British subsystem is used (recognised or/and acceptable) in India, Japan, Europe, in the most parts of Canada except in some publishers, especially in popular material who prefer either the American subsystem or some kind of mixture (color and centre).

In the American Mid-West, spellings like throu for through can be found in some newspaper publishers but not in published book.⁴

It is very common to use the spelling of the suffix in ize and ise as in verbs realise and in nouns standardization. Some people prefer the use of judgement instead of judgment.

The characteristic pronunciation used by *upper class*, *public schools* in England has been called *Received Pronunciation* — R.P., its technical term among phoneticians who have traditionally used R.P. as a Phonetic model, following the initial descriptions provided by Daniel Jones.⁵

2. Educational and Social Standing

A large number of variation within each of the dialect areas can be found in relation to degrees of education and social standing.

In this kind of variety two types of speech should be considered: the educated and uneducated varieties. The first type of speech can be identified with the regional dialect. The last one cuts across dialectal boundaries. One of the examples is the double negative used in some sentences such as I don't want no cake, I don't want nothing. The double negative is not found at all in Welsh, Scottish or Northern dialects. Only in Southern Urban dialects. It is an acceptable aspect of British English as it is spoken in New England in the U.S.A.

In the prescriptive grammar tradition, a double negative has been outlawed from all educated English though uneducated speech uses it wherever the English language is spoken.

According to CORDER such a double negative sentence is considered "ungrammatical" in certain standard dialect, but grammatical in others.⁶

Educated speech carries great prestige in government agencies, the political parties, the press, the law court and others.

Received Pronunciation (R.P.) is a typical kind of pronunciation in British English that carries social prestige. It is often associated with the public schools, Oxford and B.B.C. R.P. has great prestige throughout the world and for this reason it is more used for English taught as a foreign languages, than any other pronunciation. R.P. is not an accent of a region of England, but the accent of a social class. R.P. arose around a hundred years ago, in the great public schools and old universities; and it is not only maintained but also transmitted from generation to generation, especially by people educated at public schools. It is not taught but it is picked up more or less unconsciously although it may be consciously insisted upon in public schools.

R.P. has become very common in Great Britain, though speakers of this type of pronunciation are aware that only a small part of English-speaking world uses it. R.P. is nowadays synonymous with BBC English because that is the current received pronunciation in England, that is, the variety that has the status of Standard pronunciation in England.

However, it has not always been so. By the time it was coined, it related to West Midlands dialect of the seventeenth century and the most reasonable explanation (Abecombrie) from eighteenth century source is that it came from the German-speaking Hanoverian kings who were unable to speak British vowels with any precision.

3. *Subject Matter*

Varieties according to the subject matter can also be referred to as *registers*.

Register is a variety of language distinguished according to its use. A certain register is used according to a certain situation, as language registers are related to situations. One language register can be distinguished from another by its lexicon and grammar.

The speaker adapts his language to the situation (language-according to use) without necessarily changing his dialect (language according to user).

Every educated speaker of any language possesses a large repertoire of varieties. He is able to switch from one *code* to another and use it in the appropriate occasion. Among the countless registers are certain broad, umbrella varieties including those of military, scientific, commercial and technical, etc. They are used according to the context of the situation.

There is evidence in some registers of distinctive features such as: the voice quality (for example, the

registers of church services, the sports commentaries, etc). The lexical choice is probably one of the most prominent features which by itself can identify a certain register (for example, tablespoonful comes from recipes, wet hair, lather, rinse, come from a direction on a shampoo label. Hear and bid can be used in certain kinds of card games.

Register may differ grammatically as lexically. Popular songs, sports commentaries provide evidence of this.

4. Medium

QUIRK has suggested that the only means which require consideration are those of *writing* and *speaking*.⁷

Such distinct varieties differ both in lexis and grammar.

When a person speaks he can express his feeling through intonation, stress, rhythm, tempo and even by the use of gestures. The written medium has to follow equivalent graphological devices, such as punctuation, capitalization, underlining and so on. There are no varieties of paralinguistic elements which are used in speech events.

In writing there is time to plan a message, to revise when necessary; whereas in speech, there is no time to do this, except in an advanced preparation, for example, lecture, sermon, speech and others.

There is a difference in vocabulary between spoken and written language. It is important to make clear that the writer must think about the reader who is not present either in time or place.

In written language the resources are very limited in terms of communicative capacity compared to spoken language.

In speech, communication depends on paralinguistic and non-linguistic as well, whereas written language does not.

When GIMSON talks about speech and writing, he says: "the written form is originally an attempt at reflecting the spoken language and that the latter precedes the former for both the individual and the community".⁸

According to WILKINS, medium "is an important social dimension". This type of channel allows us to communicate with each other.⁹

5. *Varieties according to attitude*

This type of variation is also named *stylistic* but with a specific meaning. Style here, is concerned with the sound system, vocabulary, grammar as well as the paralinguistic features (gesture and tone of voice which is an essential element in helping a speaker to express his ideas).

According to QUIRK, attitude can be:

- a) formal (Would you mind opening the door?),
- b) informal (Please open the door) and
- c) between them there is the neutral attitude (Could you open the door?).¹⁰

In almost all languages there are many ways of saying the same thing. The choice depends on the situation. One's performance may be shaped by the type of relationship between

the hearer and the speaker (close friends strangers, etc.); the situation one is in (at a friend's party, at an official reception, etc); the mood one is in: angry, happy, nervous, etc) and so on.

Attitude refers to relations among the participants, that is, from attitude to hearer (reader) to the subject matter, or to the purpose of communication. These are all determinants of ones' linguistic choices.

6. *Varieties according to interference*

In the acquisition of a second language, there is always evidence of some traces of the native language.

When a Brazilian says I want that you buy a cake for me, he is transferring a Portuguese grammatical structure to the English language.

In the sentence: I pretend to go to London next year, there is a transference of the lexico-semantic type to: Portuguese - pretender, English - intend, based on a false cognate.

Each writer has his own classification of varieties of English but they mean basically the same. There is only a changing in terminology and coverage.

HALLIDAY refers to varieties according to:

- a) users (only one variety and the speaker uses it all the time: Dialect);
- b) uses (a range of varieties and the speaker chooses one to use it at different times: Registers).¹¹

These registers may be distinguished according to field of discourse, mode of discourse and style of discourse.

A comparative table containing the classification of variation according to Halliday and Quirk is the following:

<i>Dialect</i>	<i>Region</i>
a) Field of discourse	a) Education and social standing
b) Mode of discourse	b) Subject matter
c) Style of discourse	Medium
	Attitude (style)
	Interference

In the present work we shall deal with the varieties of English as presented by Quirk because he allows for the analysis of interference.

The variables presented above may and very often do create *sublanguages* within a language. Every language presents a whole range of variation in the performance of their speakers.

The specific variant of language we shall be dealing with at present is the register of tourism.

2.5.1 THE "REGISTER" OF TOURISM

Within the variation of language according to use, we find as many *registers* as there are occupations.

A *register*, a term, first used by Crystal and Davy (1969), is used to define the difference between the language of one professional area and another. It has been highly criticized as being an umbrella concept, i.e., that the religious *register*, for example, will include many different types of communication acts, including a prayer, a hymn, a sermon, a psalm, a narrative (biblical). Thus we shall use the term *register* of the tourist brochure.

A new occupation always implies the development of a new register. The recent professional field of tourism is not an exception.

The word *tourism* is defined by the *Compact Edition of the Oxford English Dictionary* as "the theory and practice of touring; travelling for pleasure".

The corresponding verb *tour* is defined as: "to take a tour in or about a place, especially riding or driving".¹²

Communicative event in tourism can be either oral or written and each with their own stylistic variations.

In oral communication, the audience is present as it occurs with the hotel receptionists who operate long-distance telephone-calls and also with the guides who are responsible for showing and describing interesting sights on a tour.

In written communication the audience is absent and because of this, it is important to point out that this type of communication such as tourist leaflets, brochures, booklets, etc, should be well prepared in terms of language of tourism. For this reason, the message should be clear and appealing in order to call the audience's attention. It is advisable not to use or even mix up certain words or sentences of the spoken language which follow a different set of rules with those of the written language.

As in the present work the tourist guides will be analysed in terms of language of tourism, we will deal only with the written communicative language.

As most tourists belong to the wealthier social groups, the language and topics should be selected which are most appropriate, comprehensible and acceptable to potential customers. The prestigious variant (in this case Standard English) should be chosen among the other regional variations.

It is important to make it clear that it would be better to avoid some regionally or socially marked forms, to facilitate the reading of tourist guides. It would be also better to use a language variety without slang or other deviances. In this case, a language that follows the rules of the current standard variant would be preferable as most tourists have a comparatively high degree of education.

The presentation of advertisements for tourists should have a logical and intellectual basis but it is necessary to take into consideration some other aspects in order to hold the reader's attention. We may cite the following examples:

the use of unusual or emotive words, long and well-formed sentences, just to call more attention; the use of punctuation (exclamation, question mark, suspension marks) to give a pinch of mystery; and finally the use of a sense of humour which is important to break the rythm of the reading and also to make it more interesting.

There are other suggestions which might be made to improve considerably the preparation of the tourist guides:

1) The language should be easy, simple, attractive and persuasive.

2) It is important to avoid interference from the mother-tongue, as languages are relatively independent.

3) The appropriate language would be that which attracts and involves the tourist's attention, as well as transmits the message expected by the reader.

4) Literary language should be avoided because its function is different from that of tourism. Purely scientific, neutral, academic language should also be avoided.

5) The language of tourism, which serves the communicative function, within its own register, should be used.

We can analyse the written language used in tourism in relation to the seven variables of a speech event which are suggested by HYMES:

- 1) The sender (addresser, speaker, writer);
- 2) the receiver (addressee, listener, reader);
- 3) the message form, the rules which govern the human ability to speak;

- 4) the channel (oral, written telegraphic, semaphore, or order mediums of transmission of speech (radio, television, telephone);
- 5) the code (social, regional dialect or style);
- 6) the topic (the subject);
- 7) the setting (the place and time in which a speech event can occur.¹³

These dimensions of communication could be applicable in the language of tourism, in the following way:

1. *The sender.* The writer or translator is responsible for the preparation of the leaflets of tourism.

Apart from using the persuasive language, the translator should use his imagination in order to draw the maximum attention of the readers.

2. *The receiver.* The tourist or reader is the person who is interested in reading the leaflets of tourism or getting information from them.

The translator has to have in mind that the tourist in general belongs to different socio-economic classes cultural levels, interests, age-groups and consequently different life styles.

It is therefore necessary that all these points are taken into consideration.

3. *The message form.* The translator or the writer should write the message in appropriate language. That is, he should use the register of tourism according to the context. The lexical items should be accessible in order to

attract the reader's attention. There should be evidence of persuasive language.

4. *The channel.* In most cases the written language is the channel used to convey information about tourism, because it has a wide coverage and accessibility.

5. *The code.* Considering that the message is presented in the written forms and aims at a large number of readers the standard variants should be chosen for the code in order to attract the reader's attention. The code ought to correspond to the language of tourism.

6. *The topic.* The topic should refer to tourism including places, people and things, which should be chosen according to what the tourist is interested in visiting.

7. *The setting.* The language should be suitable and up-to-date according to place and time, that is the guides of tourism should be written taking into consideration where and when they were written.

For successful communication to take place all these dimensions are to be taken into account in a complex and interdependent whole.

The message should be very clear in order to have a wider coverage. It is important to choose the words according to the register of tourism, as there must not be interference from another register. Otherwise, communication in the tourist guides would become obscure.

The following sentence was taken from one of the selected tourist leaflets. It is very clear and attracts the reader's attention because persuasive language dominates. We may cite the following: the use of adjectives, superlatives and the commercial and industrial vocabulary. The language expresses a complete thought.

São Paulo is the most cosmopolitan and important commercial, industrial and economic center in South America.

The language used in the tourist guides should be neither formal nor informal, but neutral, up-to-date and accessible to and acceptable by most readers.

As the main objective of this work is to analyse errors found in selected sentences of tourism and mainly the lexico-semantic errors, the use of an understanding of the interlanguage system is necessary because the majority of errors are caused by interference of the mother-tongue. The attitude towards language should be neutral in order to cover various social classes. The medium is the written language, as the leaflets can be considered one of the means of communication for the tourist. Varieties according to the subject matter must be taken into consideration, because language should be written in the register of the language of tourism as well as according to the context in order that the message is easily understood. Communicative competence is emphasized more than linguistic competence because the sentences of the tourist data will be analysed more in terms of acceptability than grammaticality. The language of tourism should be up-to-date and sentences must be grammatical and acceptable at the same

time. The tourist guides should be written in a prestigious variant (Standard English) which will be the most acceptable to the tourist.

The tourist industry requires the development of two specific and related linguistic abilities that of interpreter and that of translator, which add to the normal difficulties we face in communication.

NOTES

¹ QUIRK, R. et alii. *Varieties of English*. In: _____. *A University Grammar of English*. London, Longman, 1973. p.1.

² O'DONNELL, W.R. & TODD, L. *Style*. In: _____ & _____. *Variety in Contemporary English*. London, Allen & Unwin, 1980. p.17.

³ QUIRK et alii, p.2.

⁴ QUIRK et alii, p.4.

⁵ JONES, D. *An Outline of English Phonetics*. Cambridge, W. Heffer & Sons, 1957. p.12-3.

⁶ CORDER, S.P. *Introducing Applied Linguistics*. Harmondsworth, Penguin, 1973. p.102.

⁷ QUIRK et alii, p.6.

⁸ GIMSON, A.C. *An Introduction to the Pronunciation of English*. London, Arnold, 1980. p.2.

⁹ WILKINS, D.A. *Linguistics in Language Teaching*. London, Arnold, 1972. p.139.

¹⁰ QUIRK et alii, p.7.

¹¹ HALLIDAY, M.A.K. et alii. *The Users and Uses of Language*. In: _____. *The Linguistic Sciences and Language Teaching*. London, Longman, 1973. p.77.

¹² OXFORD English Dictionary Compact ed. Oxford, Clarendon Press, 1971. 2 v., p.3363.

¹³ HYMES, D. *The Ethnography of Speaking*. In: GLADWIN, T. & STURTEVARD, W.C., ed. *Anthropology and Human Behavior*. Washington, D.C., Anthropology Society of Washington, 1962. p.13-53.

2.6 TRANSLATION

When one transfers a message from one language to another, one is really performing a *miracle* for what one is doing, according to GOETHE, is "impossible, essential and important"¹.

The problem of translation is one of the sources of difficulty in communication in the bilingual tourist guides, which will be analysed in this work. The importance of translators in the preparation of such leaflets should not be underestimated. Thus a brief comment on translation, as well as on the translator's work, are felt to be necessary.

NEWMARK in his book *Approaches to Translation* states that "the twentieth century has been called the 'age of translation' (Jumpelt, 1961) or 'reproduction' (Benjamin, 1925).

Many people are interested in the task of translation, because of the development of almost all areas mainly in the technological field, which has spread throughout the world.

Thus the translator can be found in almost all agencies that deal with means of communication such as books, magazines, newspapers, tourist agencies, broadcasting stations, television, import and export companies, film

studios, laboratories in general, government departments to name only the most obvious.

Because translation has eased communication between speakers of different languages or even information about what happens in world, the number of people who dedicate their time to it seems to have increased in the last ten years in Brazil.

Translation can therefore be considered one of the most important roles in contemporary intellectual circles and it is essential and crucial for many other occupations.

There are many definitions of translation. NEWMARK, for example, defines it as "an exercise which consists in the attempt to replace a written message in one language by the same message in another language"³.

Translation is not a mechanical activity, neither does it consist of a two-word substitution from one idiom to another. What is really necessary is a transfer of the content of a certain text with the resources of another language. In other words, translation is a passage from one linguistic system to another.

According to JAKOBSON, there may be three basic types in general field of translation.

- 1) Intralingual,
- 2) Interlingual,
- 3) Intersemiotic translations.⁴

1) In *Intralingual translation*, a person can reword a sentence within the same language, the verbal signs can be interpreted by means of other signs but in the same language. This process is often practiced. Translations can be made from one dialect into another within the same language as it can be illustrated by certain pairs of words in the Portuguese language. For example, the words pinha (NE)* is used instead of fruta do conde (S)**, macacheira (NE) rather than aipim (S) are examples of different regional dialect features within the Portuguese language itself.

2) In *Interlingual translation* or *translation proper* the comprehension of the interpretation of the verbal signs in one language is made by verbal signs of another.

In this type of translation, the symbols can be matched (that is word-for-word comparisons) as well as the equivalent of such symbols and their arrangements. Thus, the meaning of the entire utterance must be known.

3) In *Intersemiotic translation* or *transmutation translation*, a message from one kind of symbolic system to another can be transferred. For example, in the U.S. Navy, a verbal message may be transmuted into a flag message if the proper flags are hosted up in the right sequence.

*North-Eastern Brazilian Portuguese dialect.

**Southern Brazilian Portuguese dialect.

We must point out in passing that in this work we will deal only with *Interlingual translation* because it is related to the analysis of the selected touristic data, in the following chapters.

Translation demands both theory and practice.

According to NEWMARK, translation theory "provides a framework of principles, restricted rules and hints for translating text and criticizing translations, a background for problem-solving".⁵

Translators need the translation theory because it provides the basis for practice.

Translation theory is derived from comparative linguistics and it is considered an aspect of Semantics, within linguistics. Thus according to NEWMARK, all questions of Semantics are related to translation theory.⁶

There is a relationship between translation theory and other disciplines, such as: Sociolinguistics, which deal with the social registers of language, as well as the problems of language, and has a continuous bearing on translation theory. Sociosemantics, which is the theoretical study of parole, indicates the relevance of *real* examples-spoken, taped, written, printed.

In a translation, Standardized and Non-Standardized language should be considered. The translator has to use the recognized equivalent for a text, that is which variant of language he is translating in order to choose the proper terminology for that text.

Standardized language includes for example, technological terms, proper names, titles of works, names of companies, performative formulas, conventional language (games, ceremonies, ritual) public notices, phatic language, the jargon and registers congealed by bureaucracy.

Translations involving non-standardized dialects require a great amount of creativity from the translator for there is usually less correspondence between non-standard dialects than there is between the standards.

It is said that almost all problems of translation are caused by linguistic and stylistic problems which belong not only to the mother-tongue but also to the target language.

Sometimes, for the sake of keeping the same social and expressive meanings, the descriptive meaning is changed. Thus the translator has to attempt to say to the target reader what a certain word meant in the source language, rather than to produce an equivalent effect.

The translation can be either communicative or semantic.⁷

According to NEWMARK, communicative translation "attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original".

The translator must re-create the original, as it were, so that the translation produces in the reader of the second language the same effect it produced in the reader of the original.

In communicative translation the translator has to draw his attention to the reader. Thus the translator must make an attempt for his meaning to reach the specific target.

Semantic Translation deals with the use of the semantic and grammatical structures of the target language, in order to arrive at a meaning as close as possible to the original. This type of translation is sometimes referred to as literal translation but it is not a word-for-word translation. The semantic translation emphasizes descriptive meaning.

In a semantic translation the descriptive meaning is kept and for the sake of retaining this meaning grammatical and textual adaptations are performed.

Thus there cannot be conflicts between communicative and semantic translation. This occurs when the original text is written in the appropriate register.

NEWMARK states that in a translation, the translator has to have the ability to choose the precise techniques of synonymy and the linguistic meaning of a text, by taking into consideration the semantic aspect that is being emphasized in the text, be it:

- 1) the factual meaning (which refers to description of events and states);
- 2) the expressive meaning (contextual purpose of the objects and events described);
- 3) the connotational meaning (symbolic);
- 4) the cultural meaning (significance of customs, institutions etc);
- 5) the referential meaning (e.g. proper names, dates, technical explanations);
- 6) the intended meaning (illocutionary) meaning.⁸

NEWMARK's classification of meaning can be compared with that of LYONS'. The factual, referential, cultural and intended meanings are related to descriptive meaning in Lyons' terms, whereas the expressive and connotational meanings are related to the social and expressive meanings.⁹

Apart from communicative and semantic translations, there are literary and non-literary ones.¹⁰

In the literary translation not only the reference but also the information should be real. The connotative aspect of language must be also brought out.

When the translation is a literary or an expressive text, it is compulsory to translate a neologism by a neologism. In an advertisement, for example, neologism can be translated.

What is important is that the translator should be aware of his work, and that it is acceptable to the reader.

The translator should also attempt to choose the right style and register of the text.

When it is possible or necessary, the translator has to recreate a work of art. He has to have in mind that he cannot express his ideas, thoughts and use his intuitions. He cannot omit, change and add anything when he translates a text.

Translation and, indirectly, the translator are very important for the development of science, technology, literature and communication.

The *non-literary translation*, which deals with content (reference or information) should be symbolic.

It is not permissible to coin a new word or a new compound or even a new meaning for a given word in a non-literary text, unless the translator makes this fact explicit.

A careful consideration should be given to scientific and technical translations, which must be based on definitions, and not based on some equivalents of bilingual dictionaries.

As an art, translation has been compared with the arts and the translator with the artists. For example, a singer who interprets a song which is composed by a composer.

There must be a sense of bonhomie between the translator and the author, as well as the translator and the reader. The same with the composer and interpreter as well as the interpreter and audience.

Both literary and non-literary translation, can be found in interlingual translation. (Interlingual translation can be either literary or non-literary.)

Before we go on, we must comment briefly on the traditional type of translation, the literal.

According to RÓNAI, there is no such a thing as literal translation. He gives the following example in the Latin language: "Puer ridet".

This sentence can be translated both into the English and the Portuguese language in three words:

The boy smiles or a boy smiles.

O menino ri ou um menino ri.

The dictionaries do not refer to the equivalent of Puer, which can be either definite (the, o), or indefinite article a (um) in the sentence). Thus, considering the

examples above, a word should be translated according to the context and not in isolation.¹¹

According to THEODOR certain faults of translation are caused by:

- 1) *Lack of knowledge of the two languages by the translator.*

The translator has to be familiar with history, literature, folklore, and habits of the two countries or regions, in order to facilitate the translation. Apart from this, he has to know both his mother-tongue and the target language.

- 2) *Lack of correspondence between two languages.*

Each language has its own system. So, it is necessary that the translator has an acceptable command of, or at least, an awareness of the total phonological, semantic aspects of language.

- 3) *Language specific irregularities.*¹²

In a translation it is necessary to translate both the author's ideas and his words. Such ideas sometimes belong to the target language; sometimes they do not. Thus, the translator has to use his imagination in order to convey the same message. Thus *form* is important as long as it serves to convey that message. The translator has to keep in mind that translation is an art and the translator is an artist and nothing is beyond his gift.

There are certain words in some languages that are impossible to translate into another language. For example,

the words mafia and vendetta (Italian); understatement, know-how (English); sertão, jeito (in Brazilian Portuguese). They are so typical of the cultures they come from that they are simply borrowed into the target language, in order to translate them one would need not a single word or a sentence but also a series of paragraphs and that would cause problems in communication.¹³

The role of translator

It is very common to say that the role of the translator is to produce, in the readers of the second language, the effect produced by the original in the native speakers of that language.

The translator has to use his inherent psychology and think about the reader's reaction, that is, to say his feelings, thoughts and behaviour, when they face the translated text. He should also choose a text to translate according to his temperament in order that the result is effective.

He is able to produce a countless number of well-formed utterances but what is more relevant in such utterances is his sensitivity, his intuition and his ability to choose the right sentences according to the register.

The translator must be both linguistically and communicatively proficient not only in his native language but also in a second language. The proficiency which depends on the speaker's sociolinguistic competence is also called communicative competence.

When a translator or a speaker is said to know a language he must be able to form correct utterances, according to the rules of that language and use them appropriately in acts of communication. Then, it can be said that he has communicative competence in that language.

Most translators have a knowledge of language use, but they do not have any ability, sensitivity, or gift to communicate their message to readers in general.

In other words, they may have linguistic competence, but have not developed their communicative competence.

As in the present work we will deal with bilingual tourist guides (Portuguese/English) the translator has to be able to express emotions and attitudes through the second language in order to appeal to interests, values and feelings of the reader. The translator also has to take into consideration the real life situation and the prestigious variety of the language in real communication. Part of the translator's role is to be up-to-date with some aspects of foreign society including the political, social, economic and cultural elements.

The translator's grammatical ability and linguistic competence is fundamental in his work. But, he needs to persuade, that is, to convince the readers to visit certain places in the most effective way. He has to use his knowledge according to the language system and then, to follow the prescriptive grammar which deals with the standardization of language, that is, with in a certain grammatical model, which should be adopted by the speakers and writers of that language.

What is important is that the translator has both the linguistic skills and communicative abilities. There must be a link between the linguistic and situational context, that is, what is called linguistic competence and communicative competence. But this does not always happen as leaflets of tourism are published with deviances both at the linguistic and communicative levels.

A good translator must be familiar with the adequate variant in both languages and also be sensitive to the purpose of the original writer/speaker and the response he intends from the reader/listener. This is far from being the average case, as we shall see in the analysis of some data collected from advertising leaflets from the Brazilian tourist industry.

NOTES

¹ NEWMARK, P. *Approaches to Translation*. Oxford, Pergamon Press, 1981. p.18.

² NEWMARK, *Approaches* ..., p.3.

³ NEWMARK, P. A Tentative Preface to Translation. *The Audio-Visual Language Journal*, 14(3):161-9, 1975.

⁴ NIDA, E.A. *Toward a Science of Translating*. Leiden, E.G.Brill, 1964. p.3.

⁵ NEWMARK, *Approaches* ..., p.19.

⁶ NEWMARK, *Approaches* ..., p.5.

⁷ NEWMARK, *Approaches* ..., p.38.

⁸ NEWMARK, A Tentative ..., p.162.

⁹ LYONS, J. *Semantics*. Cambridge, Cambridge University Press, 1977. p.50.

¹⁰ NEWMARK, *Approaches* ..., p.11.

¹¹ RÔNAI, P. *Tradução Viva*. Rio de Janeiro, Nova Fronteira, 1981. p.18.

¹² THEODOR, E. *Tradução Ofício e Arte*. São Paulo, Cultrix, 1976. p.14.

¹³ RÔNAI, p.47.

3 METHODOLOGY

As one of the objectives of this work is to analyse errors detected in sentences taken from bilingual Portuguese-English tourist guides, our first step was to send a letter to the travel agencies covering all the States of Brazil, its Territories and also to the British Council and the American Consulate asking for tourist guides from which we could collect some relevant sentences.

Since this work is related to tourism in Brazil, a letter was also sent to the chairman of EMBRATUR Mr Miguel Colassuono, in order to make him aware of the problem being focused on in this work and also to get some useful information from him, concerning the attention given to the linguistic facet of tourism advertising in Brazil. Unfortunately only a standard response letter was sent to us by his secretary together with some tourist guides.

Although five of the contacted travel agencies did not answer our letter which we posted between September 1983 and March 1974, we got thirty five answers and a hundred and seventeen catalogues of different types that can be classified into three major catalogues:

- a) Monolingual Portuguese guides;
- b) Monolingual English guides;
- c) Bilingual Portuguese-English guides.

Although we had asked only for bilingual catalogues of the Portuguese-English type, we got three monolingual catalogues in German, one monolingual catalogue in French and three bilingual Portuguese-English-Spanish catalogues.

For the present analysis we decided to concentrate only on the bilingual Portuguese-English leaflets adopting the following line of thought:

- a) Most deviances detected are caused by the interference of Portuguese.
- b) Interference is a feature detected in the performance of bilingual speakers.
- c) Tourist guides present such a deviance because they are either written by bilingual speakers or translated by bilingual speakers.
- d) Therefore, we believed that the bilingual guides would not only give us a good corpus of data but would also confirm the interference of the original text written in Portuguese.

Linguistically speaking, we found in the select material of tourism, several types of deviances, such as:

1) *Morphological deviances:*

*Brasília is over our expects in the place of capital,
rather than, Brasília is over expectations in the place of capital.

2) *Syntactic deviances:*

*The small houses are merry with gardens and the valley deep,
rather than, The small houses are merry with gardens and are deep valleys.

3) *Semantic deviances:*

*In Salvador the sky is a profound blue,
rather than, In Salvador the sky is of a deep blue.

Certain types of errors such as morphological and syntactic ones will not be analysed in the present work because they are not felt to be so basic in the transmission of meaning as the lexico-semantic ones are. It is felt that if the lexical items are well chosen, the syntactic and morphological deviances will not affect comprehension, but the opposite is not always true.

So, accepting these limitations, errors were collected and a questionnaire was prepared, taking into consideration especially the conspicuous deviances caused by the interference of the mother-tongue.

The questionnaire consists of fifty sentences collected from several bilingual tourist guides. From our point of view, this quantity of examples should be enough to study the adequacy of the lexico-semantic choice in those sentences, collect but a longer questionnaire would certainly tire our informants and influence our results.

As we were interested in evaluating the lexical adequacy of the English sentences in tourist guides, the questionnaire consisted of three tasks:

In the first one the informants were asked to classify the sentences as a whole according to a given scale, which consisted of four categories. The first and the fourth represent the extremes on this scale of acceptability: 1 - *acceptable* and 4 - *unacceptable*; the area in between which represents the area of doubt or indecision, was divided into two, and according to the degree of probability the informant classified it as *acceptable* or *unacceptable*; 2 - *doubtful, but probably acceptable* and 3 - *doubtful, but probably unacceptable*.

The four-fold frame is the following:

- a) *acceptable*,
- b) *doubtful, but probably acceptable*,
- c) *doubtful, but provably unacceptable*,
- d) *unacceptable*.

In the second one, the items, which were considered unacceptable in each sentence, should be underlined by the informants.

Finally, the letter which corresponded to the answer should be inserted in a box next to the sentence.

E.g. Santa Catarina is a Brazilian States which
exemplifies a country formed by many races.

☐ 1. _____ 2. _____ 3. _____ 4. _____

The next step after having prepared the questionnaire, was to select ten English teachers to whom we would apply the questionnaire. We had a preference, for native speakers of English and teachers who had been educated in English-speaking countries. We assumed that all the informants had

a very good command of the English language. This point was considered relevant because the sentences were analysed not only in their linguistic potential but also in their communicative potential.

Our intention was to choose more than ten informants in order to get more data for our analysis. But it was difficult for us to find native speakers of English in Curitiba who were experts in Standard English, at the time of our research.

The first contact we had was with some professors of the Federal University of Paraná (UFPR). After having stated the objectives of the questionnaire, the informants kindly agreed to answer it. Some informants were contacted indirectly through native speakers working with the researcher.

Only one informant declined taking part in our research because lack of time.

Two out of the ten questionnaires were answered by teachers who live outside Curitiba.

Although we did not have control of this, we assumed that the questionnaire was answered by the informants themselves, according to the instructions given in the booklet.

In our first contact with the informants we noticed that some of them were uncertain about the aims of the questionnaire, though we had assured them that this was a confidential enquiry. One of them stated that he did not want to answer the questionnaire because there were many *errors* in the sentences and he thought that the questionnaire had been written by us and we were going to get poor marks because of his corrections. But when he read the instructions

he presented no more objections to answering it.

Some informants had some difficulty in evaluating the sentences according to the scale of classification of the questionnaire, as there were many sentences which might belong to two classifications at the same time because the categories are not water tight in the four-fold segmentation of the scale and also because some are acceptable lexically but not syntactically or morphologically or vice-versa.

Three weeks were taken by the informants to answer the questionnaire, the results of which we now proceed to present.

4 RESULTS OF THE QUESTIONNAIRE

After having presented the review of literature we will deal with the second part of this research, i.e., the practical one, which consists of the presentation of the data collected through a questionnaire containing fifty sentences taken from bilingual Portuguese-English tourist guides published in Brazil.

In the questionnaire, which was applied to a selected group of ten native English teachers, we concentrated on lexico-semantic errors based on the suggestions given by the informants.

According to the collected data one can recognize that syntactic and graphic errors influenced the informants judgement for they referred to these types of errors in their suggestions.

E.g. *To have an idea of how green is Brasília ...
rather than To have an idea of how green Brasília is ...

*Then you are convinced that we are, in an
inequivocal and profound manner part of Brazil?
rather than ... unequivocal.

In view of the fact that we are not interested in the types or syntactic and graphic errors they will not be taken

into consideration in this analysis, though we recognize that they may cause problems in communication.

However, all the alternative words and expressions suggested by the informants will be presented at the end of this research.

The corpus of the collected data will be presented in five tables:

Table 1 - *General tendency of each informant.*

Table 1 shows the result of the evaluation of the sentences in the given scale of acceptability according to the suggestions of each informant.

Table 2 - *Acceptability of sentences - individual scores.*

This table shows the result of the rating of the fifty sentences given by the informants according to a given scale of acceptability.

Table 3 - *Ordering sentences according to the consensus of the informants in each of the two broad categories (acceptable x unacceptable).*

In this table the four categories of the given scale of acceptability are concentrated only on two: acceptable x unacceptable. This is to show that the sentences were predominantly acceptable.

Table 4 - *Different judgements in certain sentences according to the informants evaluation.*

This table is divided into three sections:

- the first contains the sentences which were classified in groups A and B.

- the second, in groups C and D.
- the last section the sentences can be seen in all groups, i.e., A, B, C and D.

Table 5 - *Inter and intralanguage deviances identified by the informants.*

It presents some words of the questionnaire and at the same time suggestions given by the informants.

TABLE 1. General tendency of each informant.

INFORMANTS										
SENTENCES	1	2	3	4	5	6	7	8	9	10
1	A	DA	DA	DA	DA	A	U	A	DA	DA
2	DA	U	DA	DA	A	DA	Ø	A	DA	DU
3	DA	MA	DA	DA	DA	A	DA	A	U	A
4	A	Ø	DA	DA	A	A	A	A	DA	DA
5	A	Ø	DA	DA	A	A	A	A	U	DA
6	DA	DA	DA	U	DU	A	DA	DA	DU	U
7	DA	DA	DA	U	A	A	DA	A	U	U
8	DA	DA	DU	DU	A	DA	A	A	DU	DU
9	DA	DA	DU	DU	A	A	DA	A	DA	U
10	DA	A	DA	DA	DA	DA	DA	DA	U	U
11	DA	DU	DA	U	U	A	DA	DA	U	U
12	DA	U	DA	DA	A	A	A	DA	DA	U
13	A	A	DA	U	U	A	A	A	DA	DA
14	DA	DU	DA	DU	DA	A	A	A	DU	DU
15	DA	DU	U	A	A	DA	A	A	U	DU
16	DA	A	U	DA	U	A	DA	A	DA	U
17	A	DU	U	U	U	A	DA	A	U	U
18	DA	U	U	U	DU	A	A	DA	DU	U
19	A	DU	U	U	DA	A	A	A	DA	DA
20	DA	DU	U	A	A	A	DA	A	U	U
21	DU	U	U	U	U	U	U	DU	U	U
22	DU	U	U	U	U	U	U	U	U	U
23	DA	Ø	U	U	A	U	U	DA	U	U
24	DA	U	DA	U	A	A	DA	DU	U	DA
25	A	DU	DA	DU	A	A	A	A	U	U
26	DA	U	DA	U	Ø	DA	U	DA	U	DU
27	A	A	DA	DA	Ø	A	A	A	DA	A
28	A	U	DU	DA	DA	A	DA	A	DA	U
29	A	DA	U	A	DA	A	A	A	DA	A
30	DA	A	U	A	DA	A	DA	A	DA	A
31	DA	U	U	A	A	DA	DA	DA	DU	DA
32	DA	DA	U	A	DU	A	A	A	DA	DU
33	A	Ø	DA	DA	DA	DA	A	A	A	DA
34	DA	Ø	DU	DA	DU	DA	DA	DA	U	DA
35	DA	U	U	A	A	A	U	A	DA	DA
36	DA	A	DA	DA	DU	A	A	A	DA	A
37	A	Ø	DA	A	A	A	A	DA	U	DA
38	DA	A	U	DU	DA	DA	DA	DA	U	A
39	DA	U	DA	DA	DA	U	DA	A	DU	DA
40	A	U	DA	A	A	A	A	A	DU	A
41	A	DU	DA	A	A	A	A	A	A	DA
42	A	U	U	A	A	A	A	A	A	A
43	A	A	A	A	A	DA	DA	DA	A	A
44	A	DU	DA	DU	A	A	A	A	DA	A
45	DA	A	U	DA	DU	A	DA	A	DU	A
46	DU	U	U	U	A	A	U	MA	U	DU
47	A	DA	DA	A	A	A	A	A	DU	DA
48	A	A	DA	DA	A	DA	DA	A	DA	A
49	A	A	DU	MA	DA	A	A	A	DA	A
50	DA	DU	U	DA	DA	A	DA	A	A	DA
TOTAL	20 A	11 A	1 A	13 A	23 A	35 A	22 A	34 A	5 A	13 A
	27 DA	8 DA	25 DA	17 DA	13 DA	11 DA	20 DA	12 DA	18 DA	15 DA
	3 DU	10 DU	5 DU	6 DU	6 DU	- DU	DU	2 DU	9 DU	7 DU
	- U	14 U	19 U	13 U	6 U	4 U	7 U	1 U	18 U	15 U
	- MA	1 MA	- MA	1 MA	- MA	- MA	- MA	1 MA	- MA	- MA
	- Ø	6 Ø	- Ø	- Ø	2 Ø	- Ø	1 Ø	- Ø	- Ø	- Ø

Table 1 - *General tendency of each informant*

According to this table, the third, the ninth and the tenth informants were very strict in their judgements, i.e., taking into consideration the large number of group D (unacceptable); whereas, the informants 1, 5, 6, 7 and 8 were lax in their judgements; the second and the fourth informants maintained a certain balance in their judgement.

Based on this result one notices that the majority of the informants were condescending when trying to classify the sentences according to the given scale of acceptability.

It is important to point out that many factors may have influenced the judgement of each informant, such as: social and academic background, linguistic background, etc.

One concludes that their cultural background was one of the factors which caused a lot of variation in the classification of the sentences.

TABLE 2. Acceptability of sentences - individual score.

SENTENCES	ACCEPTABLE A	DOUBTFUL, BUT PROBABLY ACCEPTABLE B	DOUBTFUL, BUT PROBABLY UNACCEPTABLE C	UNACCEPTABLE D	OMISSION E	MULTIPLE ANSWER MA	TOTAL
1	3	6		1			10
2	2	5	1	1	1		10
3	3	5		1		1	10
4	5	4			1		10
5	5	3		1	1		10
6	1	5	2	2			10
7	4	3		3			10
8	3	3	4				10
9	3	4	2	1			10
10	1	7		2			10
11	1	4	1	4			10
12	3	5		2			10
13	5	3		2			10
14	3	3	4				10
15	4	2	2	2			10
16	3	4		3			10
17	3	1	1	5			10
18	2	2	2	4			10
19	4	3	1	2			10
20	4	2	1	3			10
21			2	8			10
22			1	9			10
23	1	2		6	1		10
24	2	4	1	3			10
25	5	1	2	2			10
26		4	1	4	1		10
27	6	3			1		10
28	3	4	1	2			10
29	6	3		1			10
30	5	4		1			10
31	2	5	1	2			10
32	4	2	2	2			10
33	5	4			1		10
34		6	2	1	1		10
35	5	4	3		3		10
36	5	4	1				10
37	5	3		1	1		10
38	2	5	1	2			10
39	1	6	1	2			10
40	7	1	1	1			10
41	7	2	1				10
42	8			2			10
43	7	3					10
44	6	2	2				10
45	4	3	2	1			10
46	2		2	5		1	10
47	6	3	1				10
48	6	4					10
49	6	2	1			1	10
50	3	5	1	1			10
TOTAL	180	162	48	98	9	3	500
%	36.0	32.4	9.6	19.6	1.8	0.6	

Table 2 - Acceptability of sentences - individual scores

It must be pointed out that some informants did not answer all the items. For this reason the symbol \emptyset is used in order to assess the number of cases which were left unresolved by the informants.

On the other hand, the abbreviation MA (multiple answer) is used in the sentences to which the informants gave more than one answer because either they could not choose their answer properly or because they were undecided about how to classify the sentences in the given scale.

Analysing the 500 answers obtained from the ten informants who took part in this research one can see that:

36.0% (180 sentences) were classified in group A
 32.4% (162 sentences) were classified in group B
 9.6% (48 sentences) were classified in group C
 19.6% (98 sentences) were classified in group D
 1.8% (9 sentences) were left unanswered
 0.6% (3 sentences) were dubious

This result shows that there is a slight difference (A = 36.0%; B = 32.4%) 4% between groups A and B; the same does not occur with groups C and D (C = 9.6%; D = 19.6%) 10%.

According to this result it means that it was not easy for the informants to choose between group A (36.0%) or B (32.4%).

However, the difference between A + B (A - 180 + B - 162 = 342) and C + D (C - 48 + D - 98 = 146) can be noticed by taking into consideration the 500 answers given

by the ten informants since the questionnaire consisted of 50 sentences.

The number of sentences rated acceptable or probably acceptable is higher, than the ones rated otherwise, nonetheless the difference between 342 and the ideal 500 (that is 168) is significant; it means that the guides cannot be considered good.

TABLE 3. Ordering of sentences according to the consensus of the informants in each of the two broad categories (acceptable x unacceptable).

ACCEPTABLE				UNACCEPTABLE			
Sentences	A	B	A + B	Sentences	C	D	C + D
43	7	3	10	21	2	8	10
48	6	4	10	22	1	9	10
1	3	6	9	46	2	5	7
4	5	4	9	17	1	5	6
27	6	3	9	18	2	4	6
29	6	3	9	23		6	6
30	5	4	9	11	1	4	5
33	5	4	9	26	1	4	5
36	5	4	9	6	2	2	4
41	7	2	9	8	4		4
47	6	3	9	14	4		4
3	3	5	8	12	2	2	4
5	5	3	8	20	1	3	4
10	1	7	8	24	1	3	4
12	3	5	8	25	2	2	4
13	5	3	8	32	2	2	4
37	5	3	8	7		3	3
40	7	1	8	9	2	1	3
42	8		8	16		3	3
44	6	2	8	19	1	2	3
49	6	2	8	28	1	2	3
50	3	5	8	31	1	2	3
2	2	5	7	12		2	2
7	4	3	7	13		2	2
35	4	3	7	40	1	1	2
38	2	5	7	42		2	2
39	1	6	7	44	2		2
45	4	3	7	50	1	1	2
6	1	5	6	1		1	1
8	3	3	6	3		1	1
14	3	3	6	5		1	1
15	4	2	6	29		1	1
20	4	2	6	30		1	1
24	2	4	6	36	1		1
25	5	1	6	37		1	1
32	4	2	6	41	1		1
34		6	6	47	1		1
11	1	5	5	49	1		1
17	3	1	4				
18	2	2	4				
26		4	4				
23	1	2	3				
46	2		2				

A+B = acceptable / doubtful, but probably acceptable.

C+D = doubtful, but probably unacceptable / unacceptable.

Table 3 - Ordering of sentences according to the consensus of the informants in each of the two broad categories (acceptable x unacceptable)

The two columns A + B and C + D point out the acceptability or unacceptability of the statements respectively. The scores in each column show the degree of consensus of the informants according to the sentences.

Where the sum of the columns A + B or C + D amounts to ten, we have the maximum degree of consensus, since there were ten informants.

If the sum is six or more than six, the consensus prevails in favour of acceptability (A + B) or unacceptability (C + D).

If the sum is five there is a balance between the informants opinions concerning the acceptability (A + B) or unacceptability (C + D) of the sentences.

TABLE 4. Different judgements in certain sentences according to the informants' evaluation.

SENTENCES	ACCEPTABLE A	DOUBTFUL, BUT PROBABLY ACCEPTABLY B	DOUBTFUL, BUT PROBABLY UNACCEPTABLE C	UNACCEPTABLE D	OMISSION	MULTIPLE ANSWER	TOTAL
I							
4	5	4	-	-	1		10
27	6	3	-	-	1		10
33	5	4	-	-	1		10
43	7	3	-	-			10
48	5	4	-	-			10
II							
21	-	-	2	8			10
22	-	-	1	9			10
III							
2	2	5	1	1	1	MA	10
6	1	5	2	2			10
9	3	4	2	1			10
11	1	4	1	4			10
15	4	2	2	2			10
17	3	1	1	5			10
18	2	2	2	4			10
19	4	3	1	2			10
20	4	2	1	3			10
24	2	4	1	3			10
25	5	1	2	2			10
28	3	4	1	2			10
31	2	5	1	2			10
32	4	2	2	2			10
38	2	5	1	2			10
39	1	6	1	2			10
40	7	1	1	1			10

Table 4 - *Different judgements in certain sentences according to the informants' evaluation*

In section I the sentences are mainly classified in groups A and B; Whereas in section II they are mainly classified in groups C and D; therefore the sentences in section III are in all four groups of the scale of classification.

Since acceptability is a matter of degree, those in section I can be said to be the most acceptable; those in section II the least acceptable; and those in section III represent a whole range of variation between the two extremes.

One can notice that the result of each informant differs from one another. The only thing one can say is that some informants did not take into consideration what was asked in the questionnaire, i.e., the choice of words (lexical choice) rather than the graphic and structural aspects of them.

TABLE 5. Inter and intralanguage deviances and suggestions given by the informants.

CLASS	INTERLANGUAGE					
	SIMILAR IN FORM, BUT DIFFERENT IN MEANING (FALSE COGNATES)			SIMILAR IN MEANING, BUT WITH STYLISTIC RESTRICTIONS		
	Underlined items in the questionnaire	Items	Suggestions	Underlined items in the questionnaire	Items	Suggestions
1	lagoon	1	lake	typical	2	traditional
2	crystals	2	glass ware	many races	3	multiracial
3	fabrics	2	clothing	different	6	a variety of
4	exemplifies	3	shows	iodized	10	oxygenated
5	diverse	5	different	feast	11	festival
6	compose	7	make up	provide	12	demands
7	ceramics	8	pottery	famous	12	well-known
8	contributes	12	helps	courteous	13	excellent
9	attendance	12	service	pulsating	14	vibrating
10	menu	12	dishes	custom	14	habits
11	capture	13	discover	regional	15	local
12	artisans	15	craftsmen	Flora and Fauna	16	wildlife
13	examples	16	samples	expects	22	expectations
14	used	19	worn	profound	31	unmistakable
15	laces	21	links	bronzes	32	tans
16	medicinal sands	25	mineral sands	extemporaneous	32	popular
17	revival	26	replica	invades	34	spread
18	invades	34	takes	autodrome	37	race-track
19	progressively	37	continuously	green areas	37	stretches of grass
20	center	43	city center	epoch	39	period
21	illustrious	47	famous	pastors	47	ministers
22						
CLASS	INTRALANGUAGE					
	Underlined items in the questionnaire	Items	Suggestions			
1	best known	2	most famous			
2	plus	2	together			
3	daring	4	courageously			
4	takes	4	brings			
5	snakes	4	winds			
6	countless	5	innumerable			
7	city	6	town			
8	crafts	8	handicrafts			
9	trimmed	9	decorated			
10	follows	9	goes			
11	sought after	10	popular			
12	brought in	12	comes			
13	dishes	12	food			
14	manoeuvres	18	exercises			
15	comprising	18	consisting			
16	is over	22	passes			
17	ball	23	holiday			
18	riches	24	property			
19	looking for	24	seeking			
20	lonely	28	solitary			
21	turn came	28	arrived			
22	feel	33	see			
23	thicket	34	jungles			
24	See	39	Cathedral			
25	shore	42	coast			
26	cooking	44	cuisine			
27	bring after	46	ask for			

Table 5 - *Inter and intralanguage deviances and suggestions given by the informants*

Considering the great number of deviances in the words of the tourist guides, some comments will be made taking into consideration: the type of error of the words, the meaning of the word according to the definition of the dictionary, the suggestions supplied by the informants etc. Thus we have decided to select only twenty five out of the seventy words to be analysed in order to avoid redundancy.

Certain words of the questionnaire such as: lagoon, fabrics, crystals, profound, etc, were given more attention by the informants than others such as route, folk, etc.

This is the reason why we selected twenty five out of the seventy words to be analysed preferring those ones which were more commented on by the majority of the informants, taking into consideration not only inter but also intralanguage deviances.

Table 5 is divided into two parts: The first consists of the interlanguage errors which is subdivided into a) false cognates and b) words used with certain stylistic restrictions based on the suggestions given by the informants. The second part consists of intralanguage deviances that were detected in some words taken from the tourist guides.

In this table each word of the questionnaire is presented side by side with the suggestion of the informants.

The twenty-five words taken from table 5 will be analysed according to the following sequence:

Interlanguage deviances

a) Similar in form, but different in meaning
(false cognates):

- 1) lagoon
- 2) crystals
- 3) fabrics
- 4) exemplifies
- 5) ceramics
- 6) contributes
- 7) use
- 8) climate
- 9) medicinal
- 10) laces
- 11) invades

b) Similar in meaning, but with stylistic restrictions:

- 1) provide
- 2) iodized
- 3) flora
- 4) fauna
- 5) expects
- 6) extemporaneous
- 7) compose

Intralanguage deviances

- 1) sought after
- 2) city
- 3) lonely
- 4) brought in
- 5) feel
- 6) see
- 7) cooking

INTERLANGUAGE DEVIANCES

a) Similar in form, but different in meaning (false cognates)

Sentence 1:

Os restaurantes da Lagoa da Conceição oferecem ao turista uma grande variedade de pratos à base de frutos do mar, destacando-se o seu famoso camarão.

The restaurants of Conceição Lagoon offer tourists a great variety of seafood dishes of which the best and most sought after is the famous shrimp.

In sentence one, the item pointed out as a false cognate was Lagoon.

Considering that the dictionary* defines Lagoon as "a lake of sea water, partly or completely separated from the sea, as by banks of sand or rock", we can say that the choice is ungrammatical and that the error in this case is of the lexico-semantic type which is caused by the interference of the mother-tongue. Phonetically speaking, the word lagoon is similar to the word lagoa in the Portuguese language and so this influenced its choice.

The word lagoon is linguistically speaking incorrect so far as referential meaning is concerned but communicatively speaking it is acceptable because of the tropical connotation which undoubtedly attracts more tourists.

*The definitions of the underlined words in the twenty-five selected sentences were taken from: LONGMAN Dictionary of Contemporary English. London, Longman, 1978. 1303 p.

So, considering that the booklet is supposed to persuade tourists to come and visit Florianópolis the translator's decision is accepted by the majority of informants.

In our view, the suggestion of "Lagoa da Conceição". rather than Lagoon, given by one of the informants could be the best choice in terms of grammaticality, as according to some lexicologists, there is no need to translate proper names. "Lagoa da Conceição" between quotation marks, would also be a way of calling the reader's attention, as it is the only word in the sentence which was not translated.

Sentence 2

Os cristais, felpudos e as malhas, junto com a comida típica alemã, fazem de Blumenau uma das cidades mais conhecidas do País.

The crystals and fabrics plus the typical German food make Blumenau one of the best known cities in the country.

The word crystal is defined by the dictionary as "a transparent natural mineral that looks like pure ice, or a shaped piece of this used as a ornament or jewel, or transparent colourless glass of very high quality".

Crystals is a typical interlanguage error, though two out of the ten informants accepted that choice.

It can be considered a false cognate as it is similar to a word in the Portuguese language but in this sentence it means cut glass. The translator's choice is acceptable, because the word crystals has a persuasive power in attracting the reader's attention.

Considering that the word crystals is a lexico-semantic error and that such a word is not acceptable to the register of tourism, some informants suggested the following words in the place of crystal: cut glass, glass ware and crystal ware.

The word crystals can also be classified as an over-generalization and also a false concept hypothesized, because crystals in the Portuguese language has a connotation of a valuable object.

We can classify fabrics as another false cognate in this sentence. The translator may have associated such a word not with the meaning of the word itself, but with fábrica in the Portuguese language, that is, the place in which things are made or perhaps he may have associated it with woven material.

The dictionary defines fabrics as "cloth made by threads woven together in any of various ways, or the walls, roof etc of a building".

Even though there were innumerable suggestions given by the informants for the word fabrics such as clothing, towelling and cotton goods, material and winter clothes, the highest score (5) in the scale of classification, for this sentence was *doubtful, but probably acceptable*.

Sentence 3

Santa Catarina, Estado que retrata com realidade um país de todas as raças.

Santa Catarina is a Brazilian State which exemplifies a country formed by many races.

The dictionary defines exemplifies as "to give an example of, or to be an example of".

According to this definition, the word exemplifies is not appropriate to the sentence, because it is a formal word and it is not keeping with the language of tourism, which should be neutral so that tourists can easily understand it. Instead of the word exemplifies the informants gave some suggestions such as, mirrows, shows, is, really portrays.

The translator may have used the word exemplifies to mean exemplifica (exemplify) or exemplo (example) in the Portuguese language; even though he may have had such words in his mind, the sentence would still be vague. Exemplifies can be considered a lexico-semantic error which is caused by the interference of the mother-tongue.

Although five out of the ten informants classified this sentence as *doubtful, but probably acceptable*, one of them rephrased the whole sentences as follows:

Santa Catarina is an excellent example of the racial mixture that is Brazil.

Sentence 8

Assim como o folklore, é grande a variedade com que se apresenta o artesanato catarinense. No litoral, temos as rendas de bilro e crivos, a cerâmica popular e também os trabalhos feitos em palha.

As with folklore, there are many popular crafts on the coast: cobweb-like bobin-laces, ceramics and basket-making.

The translator might have chosen the word pottery but instead he opted for ceramics which is similar to its Portuguese counterpart. From our view pottery would have given the sentence more emphatic force. The interference of the mother-tongue is seen in it. According to the dictionary ceramics is "the art or practice of making bricks, pots etc, by shaping bits of clay and baking until hard".

The majority of the informants classified this sentence as *doubtful, but probably unacceptable*, though three out of them classified it as *acceptable*.

The word pottery was the only suggestion given by the informants to replace ceramics.

Sentence 12

O Restaurante do Umbú Hotel é famoso em Porto Alegre não só pela variedade de seu cardápio como pelo sabor de seus pratos, resultante de produtos fresquinhos trazidos da própria Granja Umbú. O atendimento cortês e informal também contribui para que sejam sempre muito agradáveis, aqui, as suas horas de refeição.

The Umbu Hotel is famous in Porto Alegre, not only for the variety of its menu, but also for the flavor of its dishes, due to the freshness of the food brought in from its own Umbu farm. The courteous attendance which is informal as well, also contributes to make your meal hours always very pleasant.

The word contributes and contribui in Portuguese are cognates. In both languages it means "to join with us in giving or supplying (money, help, etc)".

Although the word contributes is a false cognate the translator did not succeed in persuading the tourist as such a word is not as appropriate to the sentence as help would be.

According to the scale of classification, this sentence got the highest score (5) in group B (*doubtful, but probably acceptable*).

Even though it was highly classified three out of the ten informants preferred the word help.

Sentence 19

Sugerimos que sejam usadas roupas leves, durante o passeio acima, bem como chapéus para proteção do sol.

We suggest light clothes and hat be used on tour.

The word use is considered a lexico-semantic error caused by the interference of the mother-tongue.

Use means "to employ; put to use".

The translator may have preferred the word use to wear, as the verb usar in the Portuguese language can be either use or wear.

Considering this word an interlanguage error, four informants classified the sentence as *acceptable*, three of them as *doubtful, but probably acceptable*.

Only one informant preferred the word wear to use. We arrived at the conclusion that the word use can be included both in the type of overgeneralization error and false concepts hypothesized.

Sentence 21

O que haveria de tão especial nesta Curitiba de um milhão de habitantes, de clima frio a maior parte do ano e que guarda fortes traços culturais e étnicos de colonização européia?

What would have so special in this city of one million inhabitants with cold climate the biggest part of the year and that maintain strong cultural and ethnic laces from the European colonization?

Considering that the word climate is defined by the dictionary as "the average weather condition at a particular place over a period of years", we can say that it is ungrammatical, in the above sentence as climate is a lexico-semantic error caused by the interference of the mother-tongue. Three out of the ten informants preferred the word weather to climate.

This sentence was classified in group C (2) and D (8). It was supposed that such judgement does not refer to the word climate itself but the whole structure, as one of the informants rephrased the whole sentence as follows:

What is it about Curitiba which makes it so special?
Is it the generally cold climate and the cultural and
ethnic influence of European colonization?

According to the suggestions given by the informants the translator did not succeed in attracting the reader's attention.

Sentence 25

Com um clima quente e agradável, suas praias de
areias medicinais são bastante procuradas pelos
turistas.

Its climate is warm and pleasant, its beaches of
medicinal sands are very much sought after by tourists.

Although the word medicinal is a lexico-semantic error caused by the interference of the mother-tongue, it is acceptable because the word medicinal means "used for medicine".

We agree with the translator's decision, though some of the informants have preferred mineral sands or healing.

Considering that the language of tourism should be persuasive, the word medicinal also attracts the reader's attention.

Sentence 21

O que haveria de tão especial nesta Curitiba de um
milhão de habitantes, de clima frio a maior parte do
ano e que guarda fortes traços culturais e étnicos de
colonização européia?

What would have so special in this city of one million inhabitants with cold climate the biggest part of the year and that maintain strong cultural and ethnic laces from the European colonization?

The dictionary defines the word laces as "a net like ornamental cloth, made of fine thread: handmade lace or ornamental cord, often of silver or gold wire, used especially on the uniforms of military officers".

According to this definition we can notice that the word laces is not acceptable grammatically speaking as the lexical choice is not appropriate, though five out of ten informants preferred it. Links with, characteristics, and ties with were suggestions given by the informants for the word laces. This word is considered a lexico-semantic error caused by the interference of the mother-tongue — laços (laces).

Sentence 34

Na segunda metade do século o progresso se acelera com a construção de estradas de ferro para São Paulo, Minas e Espírito Santo: a cultura do café invade os morros e destrói a mata.

In the second half of the century, progress increased with the construction of railways to São Paulo, Minas and Espírito Santo: the planting of coffee invades the hills and destroys the thicket.

According to the dictionary the word invades means "to attack and spread into so as to take control of (a country, city, etc); to enter in large numbers; or to enter into and spoil".

Although the word invades is considered a lexico-semantic error caused by the interference of the mother-tongue, six out of the ten informants classified it as *doubtful, but probably acceptable*, that is, in group B. Even with such a deviance, the translator's choice is *approved* because the word is acceptable in terms of grammaticality.

b) Similar in meaning, but with stylistic restrictions

Sentence 11

O roteiro das serras impõe uma parada em Resende.

The tour of mountain resorts must provide for a stop in Resende.

The word provide means "to supply something needed or useful".

The choice of the word provide can be considered a lexico-semantic error because it is not as appropriate to the context, as requires, gives one the chance to, etc. Such words draw the reader's attention more than the word provide does.

From our point of view the translator's intention was to persuade the tourists to come and visit Resende, but he did not succeed because the word provide is not in the register of tourism, though four out of the ten informants preferred group B (*doubtful, but probably acceptable*).

One of the informants did not agree with this sentence rephrasing it as follows:

Resende is an important centre for touring the mountain region.

There is evidence that syntax was also taken into account.

Sentence 10

Casimiro de Abreu vem sendo procurada pela fama de sua lagoa de águas iodetadas — Lagoa "Coca-Cola". De ambiente selvagem, oferece um contato direto com a natureza, nas lindas praias de Rio das Ostras.

Casimiro de Abreu is very much sought after for its iodized-water lagoon, called "the Coca-Cola Lagoon". In the wild environment, it provides a direct contact with nature, in the beautiful beaches of Rio das Ostras.

According to the dictionary, iodized means "to add iodine to (something)".

Phonologically speaking the word iodized is similar to iodo in Portuguese.

Although iodized is not appropriate to the language of tourism as it is a lexico-semantic error caused by the interference of the mother-tongue, the translation was acceptable to most.

The highest score (5) for this sentence is in group B (doubtful, but probably acceptable).

One of the informants said: "iodized suggests iodine has been added artificially".

Oxygenated and rich water are other suggestions given by some informants.

Sentence 16

O prédio da Feira situa-se no meio de um jardim onde são exibidos exemplares da flora e da fauna amazônica.

The building housing the fair is set in the midst of a garden where examples of Amazonian Flora and Fauna are exhibit.

The words Flora and Fauna are examples of real cognates, but used in different registers.

Flora means "all the plants growing wild in a particular place or belonging to a particular age in history".

Fauna means "all the animals living wild in a particular place, or belonging to a particular age in history".

Although Flora and Fauna are technical words in English, they can be considered appropriate in this sentence because their meanings are very clear though three out of the ten informants classified them as *unacceptable*.

The translator may have chosen Flora and Fauna based on the definition of the dictionary without taking into consideration other words such as, wildlife or plants and wildlife which would be more appropriate to the language of tourism as they would attract more the tourist's attention and such words would give a more specific meaning to the sentence.

As we can notice, Flora and Fauna are used in this sentence with stylistic restrictions.

Sentence 22

Brasília transcende às expectativas em sua posição de Capital Federal.

Brasília is over our expects in the place of capital.

The word expects is completely out of context, as it does not make sense. One of the innumerable definitions in the dictionary of expect is "to think (that something will happen)".

We assume that the translator wanted to use expectations rather than expects. This can be considered a lexico-semantic error caused by the interference of the mother-tongue.

According to the suggestions given by the informants, this sentence had the lowest score of acceptability.

We believe that, it is due to the wrong choice of the words expects, place or simply because there is not communication in such a sentence.

Nine out of the ten informants did not accept this sentence. One of them found it "very interesting". Two of the informants did not understand it and three of them rephrased it as it follows:

- 1) Brasília is a most impressive capital city.
- 2) Brasília as the Federal Capital goes way beyond one's expectations.
- 3) As a capital Brasília passes our expectations.

We can notice that the informants rephrased the sentences without changing their meaning in Portuguese.

The only difference is that they used more accessible lexical items according to the register of tourism.

Sentence 32

Sol de praia bronzeando corpos e aquecendo a água sol a pino; sertão. Vaqueiros, vaquejadas; sol poente. Recife, poético, Olinda, linda. Magias e mistérios. Batuques de candomblé. Bares. Gente nas calçadas. Rodas de samba. Cirandas, forrões, poetas populares, violeiros. Vivas madrugadas.

The shining sun bronzes bodies and warms the water on her beaches. The setting sun leaves magic and mistery. The drums of Candomblé ... Bars ... 'Samba and Ciranda' ... Forrões, extemporaneous poets and street singers ... From dusk'till dawn.

The dictionary defines the word extemporaneous as "spoken or done, in haste, without time for preparation".

It was assumed that the use of the word extemporaneous in this sentence is simply stylistic since the word popular is more appropriate to the register of tourism, in which a neutral language should be used in order to be more accessible to everyone.

Even in Portuguese the use of the word extemporâneo (extemporaneous) is formal.

Some informants suggested that popular, instant, and extemporary should be used instead of extemporaneous.

We assumed that the translator had chosen extemporaneous for the specific purpose of capturing the reader's attention. However, his translation was only considered acceptable by three out of the ten informants.

We do not know if it is due to the word extemporaneous itself or to the sentence as a whole.

Sentence 7

Área de camping, imensas florestas nativas e quedas d'água das mais variadas altitudes complementam a paisagem, que tem um relevo caracteristicamente ondulado.

Places for camping, virgin florests with many waterfalls of different heights compose a landscape of incredible and multiform beauty.

The word compose means "to make up (something); form something or to make or form (something) by putting parts together".

In this sentence the word compose can be considered an interlanguage error, as phonetically speaking compose is similar to the word compor in Portuguese.

In spite of this interference from the mother-tongue the translator was successful in his choice as the highest score (4) in the scale of classification of the sentence is the following: *doubtful, but probably acceptable (B)*.

Make up and create were words suggested by the informants.

INTRALANGUAGE ERRORS

(Deviances caused by interference from the system of the same language)

Sentence 1

Os restaurantes da Lagoa da Conceição oferecem ao turista uma grande variedade de pratos à base de frutos do mar, destacando-se o seu famoso camarão.

The restaurants of Conceição Lagoon offer tourists a great variety of seafood dishes, of which the best and most sought after is the famous shrimp.

According to the dictionary sought after means "BrE highly regarded, wanted or popular because of rarity or high quality".

We can consider the word sought after a wrong lexical choice because it is not as appropriate to the register of tourism as the word popular is.

It was supposed by us that the translator used sought after just to emphasize the sentence.

According to the informants the highest score (6) for this sentence was *doubtful, but probably acceptable*.

Sentence 6

Em consequência da vinda destes imigrantes, Santa Catarina possui regiões e cidades dos mais diferentes aspectos, como Joinville, cidade dos Príncipes e das flores, simbolizada em milhares de bicicletas, que conduzem seus trabalhadores, no dia-a-dia, em busca do desenvolvimento.

The presence of immigrants from such different countries gave Santa Catarina a unique multiformity. There is Joinville, "The city of the Princes" and of flowers, on whose streets thousands of workers cycle to their factories, for this is a centre of industry.

The dictionary defines city as "a usually large and important group of houses, buildings, etc, especially with a centre where amusements can be found and business goes on. It is usually larger and more important than a town, and in Britain it will usually have a Cathedral".

Only one out of the ten informants preferred the word town. In the language of tourism the more you use persuasive language the more you will attract the reader's attention. Thus, the word city in this sentence is more appropriate to the register of tourism.

'The city of the Princes' rather than 'the town of the Princes' is a very good example of communicative language.

In our view the translator chose the appropriate word though this sentence has been classified as follows:

Five informants: B) *doubtful, but probably acceptable,*

Two informants: C) *doubtful, but probably unacceptable,*

Two informants: D) *unacceptable,*

One informant: A) *acceptable.*

Sentence 28

Quando chegou a vez do umbú, este pediu para ser uma árvore muito grande e sozinha na campina, com galhos e folhas bem entrelaçadas.

When the Umbú's turn came, it asked to be a very great and lonely tree of the plains, with its branches and leaves very much interwoven.

The word lonely is defined by the dictionary "as alone or unhappy because of being alone or without friends".

Some informants preferred the word solitary to lonely. It would be much easier for the translator to use the word solitary than lonely because the word solitary can be associated with the word solitário in Portuguese phonetically speaking.

However, the translators choice was successful because the informants judged it acceptable giving it the highest score (4) in the scale of classification 6, i.e., *doubtful, but probably acceptable*.

Sentence 12

O Restaurante do Umbú Hotel é famoso em Porto Alegre, não só pela variedade de seu cardápio como pelo sabor de seus pratos, resultante de produtos fresquinhos trazidos da própria Granja Timbú. O atendimento cortês e informal também contribui para que sejam sempre muito agradáveis, aqui, as suas horas de refeição.

The Umbu Hotel is famous in Porto Alegre, not only for the variety of its menu but also for the flavor of its dishes due to the freshness of the food brought in from its own Umbu farm. The courteous attendance which is informal as well, also contributes to make your meal hours always very pleasant.

In this sentence brought in means "to produce as profit or earnings, to introduce, or to ask (someone) to come to one's help".

The lexical choice of brought in can be considered grammatically speaking correct because such a word is appropriate to the register of tourism, though some informants suggest the use of comes rather than brought in.

As the purpose of this sentence is to persuade people to come and visit Umbu Hotel in order to taste its delicious dishes, we can assume that the translator chose the appropriate word to attract the reader's attention.

Four out of the ten informants classified the sentence *doubtful, but probably acceptable*.

Sentence 33

Conhecer o verde de Brasília significa subir ao alto de sua torre de televisão e conhecer com um único olhar toda amplitude do Distrito Federal.

To have an idea of how green is Brasília you have to climb to the top of the Television Tower, from where you can feel the vastness of the Federal District.

The dictionary defines feel as "to give (a sensation) or feel as if as though to have or give the sensation that, seem to be".

It is possible that the translator has chosen the word feel rather than see to attract the reader's attention because the word sentir (feel) in Portuguese has an emotional connotation much stronger than the word ver (see). But both feel and see are appropriate to the register of tourism.

Apart from such words some informants suggested experience.

In this sentence the highest score (5) in the scale of classification was *doubtful, but probably acceptable*.

Sentence 39

No corredor de Nossa Senhora da Luz distinguimos as quatro mesas de encosto, da época Dom João V, da Sé de São Paulo.

In the Corridor of Our Lady of Luz we see four side tables of the Dom João V epoch, from the São Paulo See.

According to the dictionary the word See means "the office of, area governed by, or centre of government of a Bishop (Christian priest in charge of a large area)".

The majority of informants suggested the word Cathedral rather than See.

We assume that the word Cathedral could be the best choice in terms of register of tourism, as being a neutral language, it would attract the readers attention more than the word See.

Anyhow the translator was successful in choosing the word See as we can notice in the classification of this sentence that the informants gave it the highest score (6) in group B, i.e., *doubtful, but probably acceptable*.

This type of error is due to ignorance of stylistic restriction.

Sentence 44

Restaurante com cozinha internacional.

Restaurant with International cooking.

According to the dictionary cooking means "suitable for or used in cooking".

We can consider cooking as a typical intralanguage error as such a word comes from the verb cook.

It would be much easier for the translator to use cuisine for two reasons: firstly because phonetically speaking cuisine is similar to cozinha in Portuguese; secondly, cuisine is a better-known word as it is a French word which means a style of cooking.

The choice of cuisine would attract much more the reader's attention than cooking because the word cuisine is a common term which can be found in restaurants in general.

The lexical choice grammatically speaking is correct but in terms of communicative language it would be better to use the word cuisine instead of cooking because the former is more appropriate to the language of tourism.

The only suggestion given by the informants was cuisine.

According to this brief analysis of the twenty-five words dealing with inter and intralanguage deviances one can notice that the concept of acceptability is more important than grammaticality in the language of tourism.

The result of this analysis is based on the five tables which were already mentioned:

- 1) General tendency of each informant,
- 2) Acceptability of sentences - individual scores,
- 3) Ordering of sentences according to the consensus of the informants in each of the two broad categories (acceptable x unacceptable),
- 4) Different judgements in certain sentences according to the informants' evaluation,
- 5) Inter and intralanguage deviances identified by the informants.

According to these five tables we arrived at the following conclusion:

- 1) Based on the collected data, one notices that in spite of all the differences in the suggestions of each informant, the predominant tendency was in favour of acceptability.

According to the result of table 3 concerning A + B and C + D, i.e., *acceptable* and *unacceptable*, the high score (342) is for the category A + B, which is *acceptable* and *doubtful, but probably acceptable*.

- 2) It is also important to point out that the result of the analysis of the collected data confirms what was said (see table 5) about informants. They paid attention not only to the choice of words, i.e., lexical choice, as the questionnaire suggested, but also to the other aspects of language, especially the syntactic ones.

According to this table either inter or intra-language deviances are presented in almost all sentences of the questionnaire, though this table shows that the majority of errors are caused by the interference of the mother-tongue.

It should be pointed out that stylistic features play an important role in the language of tourism as one can notice in table 5 when the informants gave suggestions for several words of the questionnaire, as most of them do not convey the message properly because they do not belong to the register of tourism.

3) It is not easy for us to know how the sentences were judged by the informants as the suggestions given by them differ very much from one another (see tables 1 and 4). But considering the suggestions we realize that despite the instructions not to do so, informants considered both syntactic and graphological deviances, in addition to lexico-semantic ones.

4) We know that it is not easy for translators in general to deal with stylistics since no dictionary of stylistic features has been published to date.

A dictionary gives us a list of words with their meanings and pronunciations. It is a book of linguistic value without stylistic information. Stylistic is more related to the social function of a language.

5 CONCLUSION

This research was undertaken with the purpose of analysing bilingual Portuguese-English tourist guides published in Brazil focusing on lexico-semantic errors.

In order to verify our hypothesis that these errors are caused by the interference of the mother-tongue we took into consideration the following:

- 1) The language used in tourist guides, i.e., the register of tourism.
- 2) The problem of acceptability rather than grammaticality.
- 3) Communicative competence (since the language of tourism involves communication).
- 4) The use of translation (as the tourist guides are in Portuguese and English).
- 5) The concepts of inter and intralanguage as sources of deviances.

Apart from our formulated hypothesis that lexico-semantic errors are caused by the interference of the mother-tongue, many suggestions given by the informants revealed that errors can also be caused by ignorance of rules of the language itself. For this reason we also decided to take into consideration both inter and intralanguage deviances.

We have thus found enough evidence to agree both with Selinker when he says that errors are caused by the interference of the mother-tongue, and with Richards when he says that errors are also caused by the system of language itself who, for specific reasons show only a partial understanding of errors (see page 21 in Intra and Interlanguage Errors).

According to the result of table 3 there was total consensus only in five sentences (4, 27, 33, 43, 48) concerning acceptability and two (21, 22) concerning unacceptability.

However, there was less consensus in the other sentences.

Although these differences in the sentences are based on the informants' judgements, table 4 shows that the predominant tendency was on the side of acceptability.

The result of the questionnaire which consisted of 50 sentences and was applied to 10 informants, shows that the sentences were rated predominantly acceptable. From 500 answers there were 342 scores in favour of the category A+B, i.e., acceptable.

It is also pointed out that interlanguage interference dominates in lexico-semantic errors in the tourist guides in spite of the presence of intralanguage deviances, as table 5 shows.

It was evidenced that there is not a total consensus in order to evaluate the sentences of the questionnaire as evaluation in general seems to be a subjective factor. Value-judgements in this case have been highly personal, but it could not be otherwise.

As linguistic values are not clearly defineable our judgements always have a subjective element and thus research of this sort will have to rely on the scrutiny of highly educated native speakers.

Theoretically speaking if all the phrases were considered acceptable by the informants we would have had the result of 500 in column A (acceptable) seeing that the 10 informants had to evaluate 50 phrases.

In reality, 342 replies were considered acceptable (column A) and seeing that the other 162 replies fell into column D (unacceptable) we can draw the conclusion that the material evaluated does not correspond satisfactorily with the standards set for tourist language.

Finally having subjected the language of tourist guides to the judgement of educated informants we must conclude that in spite of imperfections real communication was possible, i.e., the balance weighed strongly in favour of acceptability. In the detection of lexico-semantic errors and their causes our evidence is conclusive in showing that the overriding cause of these errors is the influence of the mother-tongue.

We conclude this research with the following suggestions:

- 1) Tourist guides need to improve and adopt a language register so that it will be communicative, persuasive, attractive and interesting to tourists. For these reasons tourist guides should be written in a neutral, appropriate, standard language, without mother-tongue interferences, so that they will be more effective and accessible to the greater majority of tourists.

2) We also suggest that both monolingual and multilingual tourist guides should be the subject of future research in order to discover a more appropriate language for tourists.

3) As EMBRATUR is our National Tourist Board, we suggest that they employ or consult experts in linguistic and communicative competence so that the language of tourist guides can become more acceptable at an international level.

4) While this work seems to be embryonic with respect to research in the area of language of tourism, especially tourist guides, it is hoped that it will germinate a series of others so that the uniqueness of our multiracial culture can penetrate the hearts and minds of our foreign brothers through the medium of English, which has now become the language of world communication.

ANNEXES

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ANNEX 1

Ao Senhor Miguel Colassuono
DD. Presidente da EMBRATUR
Rua Mariz e Barros, 13, 5º andar
CEP 20270, Rio de Janeiro, GB

Senhor Presidente:

Dirijo-me a Vossa Senhoria como aluna do Curso de Pós-Graduação em Língua Inglesa da Universidade Federal do Paraná - UFPR - atualmente em fase de elaboração de dissertação sobre premas lingüísticos detectados em catálogos de divulgação turística publicados em inglês no Brasil.

Um dos objetivos deste trabalho é fornecer subsídios para a elaboração de catálogos cada vez melhores no aspecto lingüístico, para acompanhar a qualidade das ilustrações mesmo que já seja bastante alta.

Contactei diversas agências turísticas com a finalidade de conseguir material turístico em português e inglês e quero salientar que fui bem atendida por todas elas.

Caso seja possível gostaria de receber material em português ou inglês sobre a teoria do turismo, principalmente no que diz respeito ao uso da linguagem como instrumento de propaganda. Gostaria também de receber informações sobre o Departamento responsável pela elaboração dos catálogos, ou seja, o grau de qualificação das pessoas que escrevem, traduzem, revisam os catálogos e controlam a qualidade de sua publicação.

Estas informações são fundamentais para a análise dos problemas lingüísticos identificados nos catálogos coletados.

Ficaria, também, muito grata a Vossa Senhoria por sugestões e comentários que puder me enviar sobre o assunto, uma vez que sua participação no desenvolvimento do turismo no Brasil - país de beleza tão diversificada - tem sido digna de elogios por sua dedicação e empreendimento.

Outrossim, não tenho medido esforços para que esse trabalho seja uma parcela de cooperação ao turismo de nosso querido Brasil.

Certa da atenção de Vossa Senhoria agradeço antecipadamente,

(a) Neco de Arruda Monteiro.

Curitiba, 13 de setembro de 1984.

NECY DE ARRUDA MONTEIRO
UNIVERSIDADE FEDERAL DO PARANÁ
DEPARTAMENTO DE PÓS-GRADUAÇÃO EM LETRAS
RUA GENERAL CARNEIRO, 460
C.P. 756
80 000 CURITIBA, PR
ENDEREÇO PERMANENTE:
AV. GETÚLIO VARGAS, 749
58.100 CAMPINA GRANDE, PB

NECY DE ARRUDA MONTEIRO
Av. Getúlio Vargas, 749
58.100 Campina Grande, PB

22 de setembro de 1983.

Prezado Senhor:

Venho solicitar a V.Sa. o envio de folhetos ou catálogos turísticos nas línguas portuguesa e inglesa publicados no Brasil, tendo em vista que este será o tema da minha dissertação do Curso de Mestrado em Língua Inglesa que realizo na Universidade Federal do Paraná.

Certa da atenção de V.Sa., agradeço antecipadamente.

Cordialmente,

(a) Necy de Arruda Monteiro.

NECY DE ARRUDA MONTEIRO
Av. Getúlio Vargas, 749
58.100 Campina Grande, PB

Prezado Senhor:

Agradeço pelo interesse demonstrado em atender as minhas solicitações enviando-me o material de Turismo que será de grande utilidade para a minha dissertação.

Aproveito o ensejo para desejar-lhe que o ano de 1984 seja de muita paz e prosperidade.

Com protesto de elevada estima e consideração.

Cordialmente,

(a) Neco de Arruda Monteiro.

ANNEX 2

CURSO DE PÓS-GRADUAÇÃO EM LÍNGUA INGLESA
UNIVERSIDADE FEDERAL DO PARANÁ (UFPR)
M.A. PROJECT BY NECY DE ARRUDA MONTEIRO

The following sentences were collected from bilingual (Portuguese/English) leaflets issued by the tourist information board in Brazil.

We are here interested in evaluating the English sentences carefully, paying special attention to the choice of words (lexical choice) rather than to the graphic and structural aspects of them. The Portuguese sentences are not to be criticized because they are only used as a basis for the evaluation of the translation.

Your evaluation has to take into account that these sentences belong to the written language of the informative register of tourism which aims at persuading the largest number of foreigners from English speaking countries and elsewhere to come and visit Brazil.

We would thus, ask you to:

1. Classify the English sentences in relation to the quality of the translation according to the scale given below and fill in the box next to the sentence with a, b, c or d according to your evaluation:

- a) acceptable
- b) doubtful, but probably acceptable
- c) doubtful, but probably unacceptable
- d) unacceptable.

2. Underline the items you consider unacceptable in each sentence.

3. On the lines next to the box, write a more adequate word or an expression to replace each of the items you have underlined. In case you need more than four slots, write on the back of the same sheet.

N.B. This is a confidential enquiry and you are asked to give your own evaluation of the use of English in this corpus of data. Do not consult any specialists, dictionaries or grammar books for this purpose.

1. Os restaurantes da Lagoa da Conceição oferecem ao turista uma grande variedade de pratos à base de frutos do mar, destacando-se o seu famoso camarão.

1. The restaurants of Conceição Lagoon offer tourists a great variety of seafood dishes of which the best and most sought after is the famous shrimp.

☐ 1. _____ 2. _____ 3. _____ 4. _____

2. Os cristais, felpudos e as malhas, junto com a comida típica alemã, fazem de Blumenau uma das cidades mais conhecidas do País.

2. Crystals and fabrics, plus the typical German food make Blumenau one of the best known cities in the country.

☐ 1. _____ 2. _____ 3. _____ 4. _____

3. Santa Catarina, Estado que retrata com realidade um país de todas as raças.

3. Santa Catarina is a Brazilian State, which exemplifies a country formed by many races.

☐ 1. _____ 2. _____ 3. _____ 4. _____

4. Na região Serrana, encontram-se inúmeros atrativos de ordem natural, como a famosa Serra do Rio do Rastro, com 12 km de extensão, através da qual se chega a São Joaquim, única cidade brasileira a nevar periodicamente.

4. In the mountains, the daringly constructed Rio do Rastro Road (12 km) snakes upwards alongside canyons and cliffs and takes you to the city of São Joaquim, the only Brazilian city where snow falls every winter.

☐ 1. _____ 2. _____ 3. _____ 4. _____

5. Com uma população de 3,7 milhões de habitantes, dentro de uma área de 95.985 km², seus 199 municípios estão distribuídos entre um litoral de belíssimas praias e inúmeras ilhas, grandes vales, de um verde exuberante, entrecortados por rios piscosos, de águas cristalinas, montanhas de rara beleza, onde se encontram infinitas opções para um contato direto com a natureza.

5. With a population of 3,7 million living in an area of 95.985 km², the States 199 counties have a diverse topography; from a sea coast full of beautiful beaches and countless islands; to green valleys crossed by rivers teeming with many kinds of fish; to mountains of impressive grandeur.

☐ 1. _____ 2. _____ 3. _____ 4. _____

6. Em consequência da vinda destes imigrantes, Santa Catarina possui regiões e cidades dos mais diferentes aspectos, como Joinville, cidade dos Príncipes e das flores, simbolizada em milhares de bicicletas, que conduzem seus trabalhadores, no dia-a-dia, em busca de desenvolvimento.

6. The presence of immigrants from such different countries gave Santa Catarina a unique multiformity. There is Joinville, "The city of the Princes" and of flowers, on whose streets thousands of workers cycle to their factories, for this is a centre of industry.

☐ 1. _____ 2. _____ 3. _____ 4. _____

7. Áreas de camping, imensas florestas nativas e quedas d'água das mais variadas altitudes complementam a paisagem, que tem um relevo caracteristicamente ondulado.

7. Places for camping, virgin florests with many waterfalls of different heights compose a landscape of incredible and multiform beauty.

☐ 1. _____ 2. _____ 3. _____ 4. _____

8. Assim como o folkllore, é grande a variedade com que se apresenta o artesanato catarinense. No litoral, temos as rendas de Bilro e cri-vos, a cerâmica popular e também os trabalhos feitos em palha.

8. As with folkllore, there are many popular crafts: on the coast, cobweb-like bobin-laces, ceramics and basket-making.

☐ 1. _____ 2. _____ 3. _____ 4. _____

9. O calor de seus habitantes se manifesta nas várias festas realizadas atualmente, como a Procissão de São Pedro, quando mais de cinquenta embarcações enfeitadas e iluminadas percorrem diversos pontos da Baía de Guanabara.

Em qualquer roteiro, o turista poderá encontrar sempre a garantia de hotéis de nível internacional e excelentes restaurantes.

9. The warmth of the people can be felt in the different festivities organized every year, such as the religious procession of Saint Peter, when more than fifty boats all trimmed and lighted round Guanabara Bay.

Whatever route he follows a tourist can always be sure to find hotels of international standard and excellent restaurants.

☐ 1. _____ 2. _____ 3. _____ 4. _____

10 Casimiro de Abreu vem sendo procurada pela fama de sua lagoa de águas iodetadas — Lagoa "Coca-Cola". De ambiente selvagem, oferece um contato direto com a natureza, nas lindas praias de Rio das Ostras.

10. Casimiro de Abreu is very much sought after for its iodized-water lagoon, called "the Coca-Cola Lagoon". In the wild environment, it provides a direct contact with nature, in the beautiful beaches of Rio das Ostras.

☐ 1. _____ 2. _____ 3. _____ 4. _____

11. O roteiro das serras impõe uma parada em Resende.

11. The tour of mountain resorts must provide for a stop in Resende.

☐ 1. _____ 2. _____ 3. _____ 4. _____

12. O Restaurante do Umbú Hotel é famoso em Porto Alegre, não só pela variedade de seu cardápio como pelo sabor de seus pratos, resultante de produtos fresquinhos trazidos da própria Granja Umbú. O atendimento cortês e informal também contribui para que sejam sempre muito agradáveis, aqui, as suas horas de refeição.

12. The Umbu Hotel is famous in Porto Alegre, not only for the variety of its menu but also for the flavor of its dishes, due to the freshness of the food brought in from its own Umbu farm. The courteous attendance which is informal as well, also contributes to make your meal hours always very pleasant.

☐ 1. _____ 2. _____ 3. _____ 4. _____

13. Por fim, capte o que há de melhor em São Paulo percorrendo a Avenida Paulista ...

13. Finally, capture what is best in São Paulo by walking along the large, pulsating Avenida Paulista ...

☐ 1. _____ 2. _____ 3. _____ 4. _____

14. Os costumes tradicionais do povo paulista podem ser percebidos nas manifestações folclóricas que ocorrem por ocasião das festas religiosas mais antigas e conhecidas, realizadas em várias cidades.

14. The traditional custom of the Paulista people can be experienced in the folk celebrations and processions which take place on old and well-known religious feast days, occurring in many cities.

☐ 1. _____ 2. _____ 3. _____ 4. _____

Pernambuco, Praias, comidas típicas, cultura artística, artesanato, história.

15. Sol nascente despertando o trabalho dos artesãos.

Recife, Beaches, regional dishes, artistic culture, handicrafts, history.

15. The rising sun inspires the craft of her artisans.

☐ 1. _____ 2. _____ 3. _____ 4. _____

16. O prédio da Feira situa-se no meio de um jardim onde são exibidos exemplares da flora e da fauna Amazônica.

16. The building housing the fair is set in the midst of a garden where examples of Amazonian Flora and Fauna are exhibit.

☐ 1. _____ 2. _____ 3. _____ 4. _____

17. Museu do Índio, contando com secções do "habitat" e utensílios domésticos, ritual guerreiro, artesanato, cerâmica e ritual fúnebre do índio amazônico.

17. Indian Museum, run by Salesian Order, who do missionary work in the upper Rio Negro, this Museum contains ritual dress, handicrafts and utensils from several different tribes, as well as replicas of natives huts.

☐ 1. _____ 2. _____ 3. _____ 4. _____

18. Zoológico do CIGS (Centro de Instruções de Guerra na Selva), que possui os principais exemplares de nossa fauna, muitos deles apanhados nas tarefas de treinamentos.

18. CIGS Zoo, run by the jungle warfare division of the Brazilian army a very representative collection of local wildlife comprising of animals and birds caught by soldiers during manoeuvres.

☐ 1. _____ 2. _____ 3. _____ 4. _____

19. Sugerimos que sejam usadas roupas leves, durante o passeio acima, bem como chapéus para proteção do sol.

19. We suggest light clothes and hat be used on tour.

☐ 1. _____ 2. _____ 3. _____ 4. _____

20. O San Raphael existe porque existem pessoas como você. Pessoas que não se contentam com pouco. Pessoas que exigem conforto absoluto e atendimento perfeito. Em São Paulo, hospede-se no San Raphael.

20. San Raphael is real because people like you exist. People that don't settle for little. People that demand absolute comfort and perfect service. In São Paulo stay at San Raphael where you are the 5th star.

☐ 1. _____ 2. _____ 3. _____ 4. _____

21. O que haveria de tão especial nesta Curitiba de um milhão de habitantes, de clima frio a maior parte do ano e que guarda fortes traços culturais e étnicos de colonização européia?

21. What would have so special in this city of one million inhabitants with cold climate the biggest part of the year and that maintain strong cultural and ethnic laces from the European colonization?

☐ 1. _____ 2. _____ 3. _____ 4. _____

22. Brasília transcende às expectativas em sua posição de Capital Federal.

22. Brasília is over our expects in the place of capital.

☐ 1. _____ 2. _____ 3. _____ 4. _____

23. São Paulo também é uma festa.

E o San Raphael fica exatamente na mais européia das praças do centro da cidade: o Largo do Arouche e sua feira de flores.

Venha descobrir uma nova São Paulo no San Raphael.

23. São Paulo is also a ball.

And the San Raphael is at the most european squares of the center of city: Largo do Arouche and its flowers market.

Come and discover a new São Paulo in San Raphael.

☐ 1. _____ 2. _____ 3. _____ 4. _____

24. "Capital Brasileira do Petróleo" esta cidade é também rica em açúcar, álcool e turismo. Com grande importância na economia nacional, é muito procurada tanto por quem busca bons negócios, quanto por quem deseja apenas momentos de lazer.

24. The riches of Campos are also based on sugar, alcohol and tourism. Very important to the state economy, it attracts both those looking for business opportunities and those looking for a pleasant leisure ground.

☐ 1. _____ 2. _____ 3. _____ 4. _____

25. Com um clima quente e agradável, suas praias de areias medicinais são bastante procuradas pelos turistas.

25. Its climate is warm and pleasant, its beaches of medicinal sands are very much sought after by tourists.

☐ 1. _____ 2. _____ 3. _____ 4. _____

26. A cidade que está sendo construída em Fazenda Nova, perto de Caruaru, a 175 quilômetros do Recife, é uma réplica da Jerusalém da época de Cristo, uma reprodução proporcional a um terço do que na realidade foi aquele centro bíblico.

26. The city which is being built in "Fazenda Nova", near Caruaru, 120 miles from Recife, is a revival of the Old Jerusalem of Christ's time, a reproduction in the proportion of one third the size of the biblical city. There, one has the opportunity to feel as if he were in the beginning of the first century in a city of Jews dominated by the Romans.

☐ 1. _____ 2. _____ 3. _____ 4. _____

27. A Paixão de Cristo é um espetáculo que dá à Nova Jerusalém a categoria de maior teatro ao ar livre do mundo.

27. The Passion is a pageant that makes "Nova Jerusalem" the biggest outdoor theater of the world.

☐ 1. _____ 2. _____ 3. _____ 4. _____

28. Quando chegou a vez do umbú, este pediu para ser uma árvore muito grande e sozinha na campina, com galhos e folhas bem entrelaçadas.

28. When the Umbú's turn came, it asked to be a very great and lonely tree of the plains, with its branches and leaves very much interwoven.

☐ 1. _____ 2. _____ 3. _____ 4. _____

29. Paciência. Quero mostrar-lhe uma das mais deslumbrantes paisagens.

29. Patience. First I want to show you one of the most unbelievable landscapes.

☐ 1. _____ 2. _____ 3. _____ 4. _____

30. Não. Você vai dormir na minha casa. Sua cama está preparada.
Hóspede imaginário não dá nenhum trabalho ...

30. No, you're going to sleep in my house. Your bed is ready.
Imaginary guests don't give any work ...

☐ 1. _____ 2. _____ 3. _____ 4. _____

31. Ainda bem! Então está convencido de que somos, de maneira profunda
e inequívoca, parte do Brasil?

31. Great! Then you are convinced that we are, in an unequivocal and
profound manner part of Brazil?

☐ 1. _____ 2. _____ 3. _____ 4. _____

32. Sol de praia bronzeando corpos e aquecendo a água sol a pino;
sertão. Vaqueiros, vaquejadas; sol poente. Recife, poético,
Olinda, linda. Magias e mistérios. Batuques de candomblé. Bares.
Gente nas calçadas. Rodas de samba. Cirandas, forrões, poetas
populares, violeiros. Vivas madrugadas.

32. The shining sun bronzes bodies and warms the water on her beaches.
The setting sun leaves magic and mystery. The drums of Candomblé ...
Bars ... 'Samba and Ciranda' ... Forrões, extemporaneous poets and
street singers ... From dusk'till dawn.

☐ 1. _____ 2. _____ 3. _____ 4. _____

33. Conhecer o verde de Brasília significa subir ao alto de sua torre
de televisão e conhecer com um único olhar toda amplitude do Distrito
Federal.

33. To have an idea of how green is Brasília you have to climb to the
top of the Television Tower, from where you can feel the vastness of
the Federal District.

☐ 1. _____ 2. _____ 3. _____ 4. _____

34. Na segunda metade do século o progresso se acelera com a construção de estradas de ferro para São Paulo, Minas e Espírito Santo: a cultura do café invade os morros e destrói a mata.

34. In the second half of the century, progress increased with the construction of railways to São Paulo, Minas and Espírito Santo: the planting of coffee invades the hills and destroys the thicket.

☐ 1. _____ 2. _____ 3. _____ 4. _____

35. Todos os anos, de 1 de Janeiro a 31 de dezembro, o Guarujá realiza o Festival de Sol. O palco são 30 km de praias de areia branquinha e mar azul turquesa. As atrações: corpos bronzeados, biquínis, guarda-sóis coloridos, batidinhas de limão entre um mergulho e outro, passeios de barco e esqui, tudo isso iluminado e aquecido pelo sol que dura o ano inteiro. Viva essa aventura ficando no Delphin Hotel Guarujá.

35. All year round, from January to December, Guarujá features it's "Sun Festival". The Stage: Twenty miles of beautiful beaches, white sand and clear blue water. The attractions: Sun-tanned bodies, bikinis, multicolored umbrellas, boating, water skiing, and the Brazilian "Caipirinha" a brandy made from sugar cane, mixed with lime, ice cubes and sugar, which should be tasted between one swim and the other. Live these pleasant hours at the Delphin Hotel in Guarujá.

☐ 1. _____ 2. _____ 3. _____ 4. _____

36. Bom, mas afinal de contas não sei ainda que tipo de gaúcho vou encontrar nesta minha visita ao Rio Grande do Sul.

36. Well, after all this talk, I still don't know what type of Gaúcho I'm going to find in my visit to Rio Grande do Sul.

☐ 1. _____ 2. _____ 3. _____ 4. _____

37. Agradáveis parques com imensas áreas verdes e de recreação são criados progressivamente. Dentre eles, o Ibirapuera, com 1.584.000 m², abriga edifícios públicos, museus e monumentos. Há um imponente Jockey Clube e o Autódromo de Interlagos.

37. Pleasant parks with immense green areas and places for recreation are created progressively. Among them, Ibirapuera, with 1,584,000 m², houses public buildings, museums and monuments. There is also the Jockey Club and the Interlagos Autodrome.

☐ 1. _____ 2. _____ 3. _____ 4. _____

38. Estamos de súbito em dezembro, e aqui lhe apresento os nossos pêssegos, recomendando-lhe especialmente os chamados "deliciosos" ...

38. We are at once in December and here I present you with our peaches and recommend especially these called "delicious" ...

☐ 1. _____ 2. _____ 3. _____ 4. _____

39. No corredor de Nossa Senhora da Luz distinguimos as quatro mesas de encosto, da época Dom João V, da Sé de São Paulo.

39. In the Corridor of Our Lady of Luz we see four side tables of the Dom João V epoch, from the São Paulo See.

☐ 1. _____ 2. _____ 3. _____ 4. _____

40. Passeios de barco ou jangada e visita à Igreja de Nossa Senhora do Pilar, com seu cruzeiro erguido em pleno mar, são programas obrigatórios.

40. There a ride on a boat or on a jangada and a visit to the Igreja de Nossa Senhora do Pilar which has its cross built in the sea, are absolute musts for the tourist.

☐ 1. _____ 2. _____ 3. _____ 4. _____

41. Os edifícios já não nascem com aquela cara de "belle époque" européia, pesados e enfeitados como velhas damas "fanêes" — muito pelo contrário, são ...

41. The buildings no longer have that look of European "Belle Epoque", heavy and dressed up like old ladies "fanêes" — much to the contrary, they ...

☐ 1. _____ 2. _____ 3. _____ 4. _____

42. No litoral paulista a paisagem nunca é monótona: ora se encontra uma orla recortada por montanhas e penhascos, mais adiante chamam a atenção as extensas praias de areias brancas ...

42. On the São Paulo shore the landscape is never monotonous. Suddenly there appears a tiny beach surrounded by mountains and cliffs. Just ahead lie big beaches, with white sand.

☐ 1. _____ 2. _____ 3. _____ 4. _____

43. O Hotel Presidente fica a 15 segundos do centro.

43. The President Hotel is exactly 15 seconds from the center.

☐ 1. _____ 2. _____ 3. _____ 4. _____

44. Restaurante com cozinha internacional.

44. Restaurant with International cooking.

☐ 1. _____ 2. _____ 3. _____ 4. _____

45. Mas a praia não é tudona vida.

Por isso, no Delphin Hotel Guarujá, você vai ter o conforto de um dos 120 luxuosos apartamentos ou suítes.

45. But beaches alone are not all in life.

At the Delphin Guarujá you will find the confort of 120 luxurious air conditioned apartments and suites.

☐ 1. _____ 2. _____ 3. _____ 4. _____

46. A - Vou usar um exagero. Não precisamos deixar o nosso País para ver quase todas as paisagens do mundo.

B - Essa não! E o inverno? E a neve?

A - Se eu invocar o inverno, mas um inverno bem rigoroso, teremos neve em Bom Jesus, a localidade mais alta deste Estado ...

46. A - I'm going to risk an exaggeration. We don't need to leave our country to see almost all the landscapes of the world.

B - This no! And the winter? And snow?

C - If I bring forth the winter, but a very rigorous winter, we'll have snow in Bom Jesus, the highest town of this state.

☐ 1. _____ 2. _____ 3. _____ 4. _____

47. A Sala Dom José de Camargo Barros tem o nome do Bispo de São Paulo, morto num naufrágio em 1906, e que foi um dos mais ilustres pastores da Diocese.

47. The Room of Dom José de Camargo Barros has the name of the Bishop of São Paulo, victim of a shipwreck in 1906, who was one of the most illustrious pastors of the Diocese.

☐ 1. _____ 2. _____ 3. _____ 4. _____

48. Nessa época era recolhida, no convento paulistano de Santa Tereza, a irmã Helena Maria do Sacramento, natural do Vale do Paranapanema, fervorosa serva de Deus, que recebia revelações extraordinárias do Céu ...

48. At this time, the São Paulo city convent of Santa Tereza received Sister Helena Maria do Sacramento, who came from the Valley of Paranapanema a fervent servant of God ...

☐ 1. _____ 2. _____ 3. _____ 4. _____

49. Dia 8 de setembro do mesmo ano, festa da Natividade de Nossa Senhora ...

49. On September 8th of the same year, date of the feast of Nativity of Our Lady ...

☐ 1. _____ 2. _____ 3. _____ 4. _____

50. Com o seu espírito religioso e sentido premonitório, que se tornaram famosos, como o seu sonho sobre certa imagem de Sant'Ana, escondida pelos Jesuítas num recanto do porão do palácio do Governo, sentia o Morgado a importância do ato que estava praticando, para bem da religião e da terra que ia governar.

50. With his religious spirit and preminotory sense which became famous, such as his dream of a certain image of St. Anne hidden by the Jesuits some place in the basement of the governor's palace, the Morgado felt the importance of the action he was taking, for the good of religion and the land he was going to govern.

☐ 1. _____ 2. _____ 3. _____ 4. _____

ANNEX 3

COLLECTED SUGGESTIONS

SENTENCE 1

Lagoon

Lake

'Lagoa da Conceição'

... of which the best and
most sought after is the
famous shrimps... shrimps being the most
popular

tourists

the tourists

the famous

its

SENTENCE 2

The crystals

Cut glass

Glassware

Crystal ware

Crystal

plus

together with
as well as

best known

most famous

fabrics

clothing

towelling and cotton goods

material

winter clothes

the typical German food

traditional dishes

SENTENCE 3

exemplifies

is

shows

gives a tone picture of

really portrays

is a good example of

mirrors

many races

multiracial

by

of

SENTENCE 4

daringly

courageously

alongside

along

mountains

mountain region

the daringly constructed
Rio do Rastro Road snakesthe well-known Serra do Rio do
Rastro range

the only Brazilian city

one of the few

... takes you to the city
of São Joaquim

... brings

every winter

in the winter
ocasionally

snakes

winds

SENTENCE 5

The State's 199 counties
have a diverse topographymunicipalities, State's,
are geographically different,
varying,

... are situated between

... has a diversified

... have diverse landscapes

... from a sea coast full
of beautiful beaches... from the coast with
seaboard

countless

innumerable

to green valleys crossed
by riversto green valleys with,
to brightly attractive green
valleys

SENTENCE 6

such different

many
a variety of
mixture

multiformity

variety of cultures/aspects
diversity, mixture of
nationalities
multiple formation
diverse
variety of features

'the city of the Princes'

on whose streets

'the town of the Princes'

along
where

SENTENCE 7

virgin

unknown

places for camping

camping sites

virgin florests

huge

compose

make up
createa landscape of incredible
and multiform beauty.incredibly varied,
varied,
diverse
unusual

SENTENCE 8

As with

In addition to
Along with

there are many

there is a variety of
there is a lot

crafts

handicrafts

cobweb-like bobin laces

line lace, delicate hand-made
laces.

ceramics

pottery

basket making

basket working
rafia work

SENTENCE 9

when

where

boats all trimmed and

decorated

lighted sail round

lit boats sail around,
lit up
illuminated
sail round
go round
sail
decorated and lit up

whatever route he follows a tourist	he goes you follow, you ...
--	--------------------------------

SENTENCE 10

very much sought after	very popular
In the wild environment	Its wild environment provides healing with its unspoilt
it provides a direct contact with nature	man and nature become one
iodized-water Lagoon	Lagoon of iodine, rich water
in the beautiful beaches	along, with, through, especially on, on
iodized	oxygenated

SENTENCE 11

The tour of mountain	Mountain tour
must provide	demands requires includes will provide ought to include gives one the chance to,

SENTENCE 12

famous	well-known
the variety of	on
the courteous attendance which is informal	excellent informal service
brought in	which comes
contributes	helps
to make	in making
meal hours	times, meals
menu	dishes
dishes	food

SENTENCE 13

capture	experience discover
pulsating	vibrating
large	wide
what is the best in	the best of

SENTENCE 14

custom	habits customs
experienced	seen enjoyed
Paulista people	people of São Paulo
old	ancient
feast	festival
feast days	holidays
cities	towns
occurring	these occur

SENTENCE 15

regional dishes	local food
artistic culture	art
... inspires the craft of her artisans	... in an inspiration to crafts men
crafts	skill work

SENTENCE 16

housing	which house that houses
Amazonican	Amazonian Amazon, wild life plants and wildlife
are exhibit	can be seen
examples	samples

SENTENCE 17

Indian Museum	The native Indian Museum
Salesian Order	Salesian monks
in the upper	along
this Museum contains ritual dress	... contains examples of ritual dress ... displays ...
dress	costumes
from several	of
replicas of native huts	funeral
this Museum	the Museum

SENTENCE 18

the Brazilian army	contains owns
representative	interesting meaningful
comprising	comprised consisting
manoeuvres	exercises

SENTENCE 19

hat	sunhats
used	worn
be used on tour	for use during the tour

SENTENCE 20

San Raphael is real because people like you exist	... is for people like you. ... was made for people like you is there. exists.
People that don't settle for little	Will only settle for the best aren't satisfied with little
San Raphael is real	open

SENTENCE 21

What would have so special	What would there be that is special to a ... What is there ...
the biggest part	for most of most longest mostful greater most major
climate	weather
ethnic laces	influence
laces from	links with characteristics ties with
would have	is

SENTENCE 22

is over our expects	more than lines up to our expectations goes beyond ones expectations expectations
in the place of	as a position
in the place of capital	in its role of capital city
is over	passes

SENTENCE 23

S. Paulo is also a ball	São Paulo is a festivity city ... a great place ... holiday ... great
San Raphael is at the ...	San Raphael is situated in one of... in
european squares	european square
Largo do Arouche and its ...	Largo do Arouche place and ...

SENTENCE 24

The riches of Campos

property
wealth

are also based

also comes from
consists of

looking for

seeking

a pleasant leisure ground

grounds
areas
place to stay
opportunities

SENTENCE 25

medicinal sands

the therapeutic properties of
its sand
healing
mineral sands

are very much sought after

makes it a popular place with

SENTENCE 26

revival

replica

Christ's time

the time of Christ

a reproduction in the
proportion of third the sizea scale reproduction about one
third
the size of
a third of
proportionallyone has the opportunity to
feel

you feel

he were in the beginning

you

a city of Jews

Jewish city

SENTENCE 27

the Passion is

the Passion Play is

theater of the world

in

SENTENCE 28

lonely

solitary

turn came

arrived

is asked to be

it was

SENTENCE 29

Patience

Be patient

unbelievable

incredible
exciting

SENTENCE 30

don't give any work

aren't any trouble
don't cause any work
don't cause any trouble

SENTENCE 31

in an unequivocal and
profound mannerunequivocally
inequitable
unmistakably
unmistakable
unequivocal

then

so

SENTENCE 32

bronzes

tans

the water on her beaches

which laps the beaches

the setting sun leaves

leaves an impression of ...
brings

drums

drumbeats

extemporaneous

popular
instant
extemporizing
extemporary

SENTENCE 33

feel

see
experience

SENTENCE 34

the plantation of coffee

coffee fields
coffee plantations

invades

takes
spreads
over to

thicket

natural forest cover
bush land
woods
jungles

progress increased with

brought increased employment

the planting of coffee in-
vades the hills and destroys
the thickettrees were cut down to make way
for coffee plantations

SENTENCE 35

All year round

every year

Guarujá features

holds

multicolored umbrellas

sunshades,
beach umbrellas

boating

sailing boats

a brandy made from sugar cane drink made from run

which should be tasted

which can be sipped

brandy

run

one swim and the other

swims

the other

another

Live these pleasant hours

Spend, all this

SENTENCE 36

to find in my visit

meet on
on
during

SENTENCE 37

green areas	stretches of grass
are created progressively	are being created, continuously creating progress
houses	contains holds
Autodrome	race-track

SENTENCE 38

at once	suddenly now
we are at once	here we are
recommend	recommending
these called	the so called the variety

SENTENCE 39

we see	there are
four side	four-sided
epoch	period
São Paulo See	See of São Paulo
See	Cathedral the holy See of São Paulo

SENTENCE 40

There a ride on a boat or on a jangada.	There are boat or jangada trips.
ride	trip
'a jangada'	a Brazilian raft called the 'jangada'
in the sea	in the open sea
in the sea, are absolute	in the sea with absolute

SENTENCE 41

old ladies fanées

old faded ladies

much to

quite

SENTENCE 42

shore

coast

just ahead

further
along beaches

big beaches, with white sand

long stretches of white sandy
large
long

SENTENCE 43

exactly

a few

seconds

minutes

center

city centre

SENTENCE 44

cooking

cuisine

Restaurant

Restaurant's

SENTENCE 45

... are not all in life

are not everything, enough
all there is in life
all there is to life
are not the only thing in life... of 120 luxurious air-
conditioned

... of one of the 120

SENTENCE 46

I am going to risk an
exaggerationI'm going to risk exaggerating
I'm going to exaggerate
At the risk of exaggerating

This no!

I don't agree
Come on
You're kidding
really
no joking

	don't give me that
	Ah! hang on now
And the winter?	What about
If I bring forth the winter?	ask for
bring forth	call up
	talk of
	we begin to talk about
... but a very rigorous winter we'll have now	a really rigorous winter that is you'll get

SENTENCE 47

... Barros has the name ...	carries
illustrious	famous
	influential
	well-known
pastors	ministers
	priests

SENTENCE 48

At this time	At that time
received	housed

SENTENCE 49

feast of Nativity	festival
-------------------	----------

SENTENCE 50

premonitory sense	sense of promotion
	gift of promotion
	ability of promotion
such as	as
	for example
	an example of which was
place	cellar
	where
some place	somewhere
some	in a

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